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ABSTRACT

This publication was developed as an aid for industrial cooperative training coordinators in the teaching of general related topics for 11th and 12th grade cooperative programs. Major emphasis is on innovative types of materials which can be used to stimulate the type of students who have difficulty in adjusting to traditional teaching materials and methodology. This document is divided into two major sections: (1) Educational Games and Simulations and (2) Role Playing. Each activity in both sections includes a title, name of developer/designer, suggested use, objective, number of participants, time required, directions for activity, evaluation, and variations and limitations (where applicable). Some representative titles are Getting the Right Job, Meet the Budget, Know Your Business Principles, Know Your Insurance, No Work--No Pay, Simulation of Grievance Procedure, The Uncooperative Athlete, Hazardous Occupations of the Child Labor Provisions, A Push for Production, Introduction to Insurance, Buying on Credit, and Absenteeism. (HD)

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CREATIVE APPROACHES TO TEACHING

IN INDUSTRIAL COOPERATIVE TRAINING PROGRAMS

A Resource Guide

for Industrial Cooperative Training Programs

Curriculum Guide CG-7

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

July, 1977

CE 011 522

FOREWORD

This guide on creative teaching methodology is designed to aid those charged with local administration and coordination of programs of Trade and Industrial Education, referred to as Industrial Cooperative Training.

Acknowledgments of those contributing to this publication will be found in a succeeding section. This office is grateful to all who helped, and is most anxious to have this publication used by all Industrial Cooperative Training coordinators and administrators in the interest of a better Industrial Cooperative Training program to serve the youth of Virginia.

Ben Baines
State Supervisor
Trade and Industrial Education

Published by

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Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

and

Division of Vocational Education
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Richmond, Virginia 23216

PREFACE

This publication was developed as an aid for Industrial Cooperative Training Coordinators in the teaching of general related topics for eleventh and twelfth grade cooperative programs. Major emphasis is on innovative types of materials which can be used to stimulate the type of students who have difficulty in adjusting to traditional teaching materials and methodology. All of the educational games, simulations and role playing instructional materials contained herein have been field tested in Virginia Industrial Cooperative Training programs.

It is suggested that the coordinator incorporate selected motivational materials from this guide into the outlines suggested in state approved curriculum guides for Industrial Cooperative Training I and II.

The materials herein were developed in a special workshop sponsored by Virginia Polytechnic Institute and State University and partially funded by The U.S. Office of Education. The following students participated in the development of this guide:

Charles P. Adams	Allegra McCullough
Gary Cannaday	William Monticone
Herbert G. Carpenter	Sheila O'Connor
Fred Gunn	Camille Primm
Richard F. James	Shannon Rexroad
Ronald LaPorte	Marlin Shears
Charles Lowry	Donald Summers
Kevin McCabe	Mike Taylor

Ideas for new curriculum materials and methodology for Industrial Cooperative Training programs are appreciated. Please contact either of the following persons:

Lester G. Duenk
Division of Vocational and Technical Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

Robert P. Braden
Industrial Cooperative Training Dept.
Groveton High School
6500 Quander Road
Alexandria, Virginia 22307

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INTRODUCTION TO EDUCATIONAL GAMES and SIMULATIONS

The term "game" connotes fun, and somehow activities which are fun are often thought of as being incompatible with serious learning. Yet a criticism of education lies in the failure of schools to motivate young people to want to learn. By changing the methodology to enhance the "fun" concept and by relating the content to the real world, the classroom can be transformed from an assembly of passive spectators into a laboratory of active participants.

Games and simulations are essentially a simplified slice of reality. This system of teaching reflects a real-world process. In playing games, students tend to develop feelings of effectiveness and control because the actions they take in the game produce personal results.

The games and simulations included in this booklet should aid the Industrial Cooperative Training Coordinator in bringing a variety of methodology into the classroom. If used at properly spaced intervals, this teaching device will break the routine and create enjoyment and excitement in learning.

Hopefully the coordinator will develop other games and simulations to supplement those contained in this publication.

TITLE: YOU BE THE JUDGE

DESIGNER: Ron LaPorte

SUGGESTED USE: ICT I, Unit 3, Lesson 3. Parliamentary Procedure

TYPE: Educational Game

OBJECTIVE: To enable the student to identify basic principles of parliamentary procedure through involvement on a challenging and competitive basis.

NUMBER OF STUDENTS: Two students per game side.

TIME REQUIRED: Ten to fifteen minutes per game.

HOW TO PLAY:

Object: To be the winner, a player must be the first to get a symbol (either X or O) in three consecutive squares in any direction: vertical, horizontal, or diagonal. A player may win by having five of his/her symbols on the board.

Play:

1. Players decide between them who will have the X or O and who will go first.
2. The first player selects a blank space and removes the card from the holder.
3. The question is on the front of the card and the answer on the back.
4. The player agrees or disagrees with the answer.
5. If the player answers correctly, the appropriate symbol (X or O) is placed in the blank space.
6. If the player answers incorrectly, the opponent receives the blank.
7. A player can win the game only with a correct answer. The player cannot be awarded the winning blank as a result of an opponent's miss.
8. Players alternate in picking a blank and agreeing and disagreeing.
9. Players stay in the game, choosing challengers as long as they win.
10. The game can be played as a single winner (take all) or as a best of three series games.

TITLE: YOU BE THE JUDGE (continued)

EQUIPMENT: Set of question and answer cards. (3" x 5") See diagram which follows.

Board with appropriate library card pockets. See sketch for design of board.

Cards designating X's and O's. (Need 36 cards.)

PHYSICAL SETTING: Isolated portion of classroom or office. Table and chairs.

POSTGAME EVALUATION:

1. Questions should center around teaching objectives above.
2. Was game worth playing? Why?
3. What did you learn about parliamentary procedure?
4. Would you change or add anything to the game?
5. Has it caused you to want to learn more about parliamentary procedure?
6. Was the game motivating enough to select other areas of ICT and use the same technique?

VARIATIONS: The game was originally designed for two people per game side, but can be played with teams. Each team should appoint a leader to answer for the group. Other areas of ICT can be adapted to the board without changes. Teacher may want to give parliamentary procedure book to students for study before beginning.

LIMITATIONS: After being played several times, answers become apparent and new questions are needed.

SAMPLE QUESTIONS AND ANSWERS

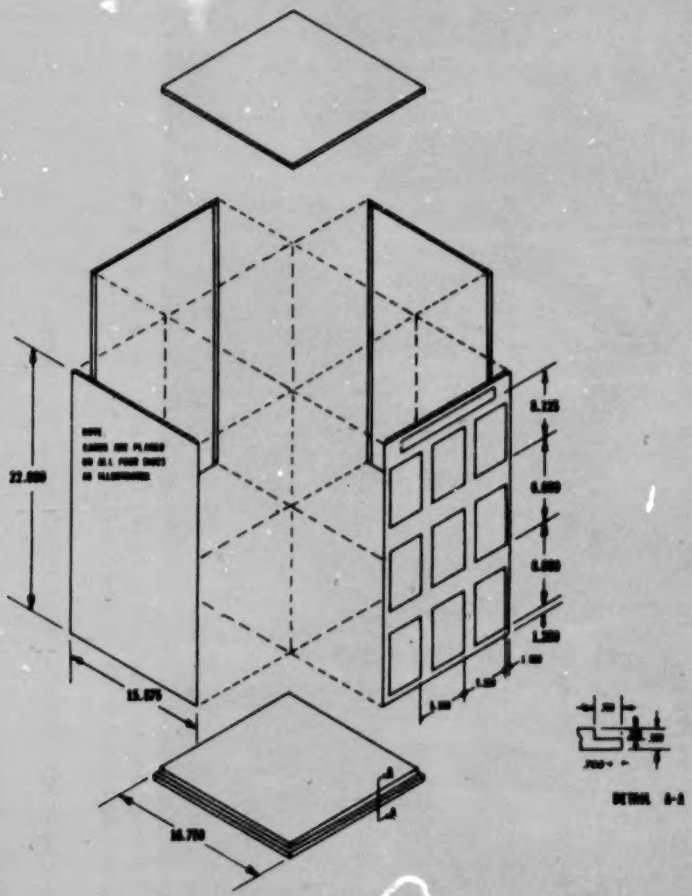
The following are sample questions which can be used in the game "You Be The Judge" (Parliamentary Procedure). The questions and answers were taken from:

Jones, O. Garfield, Parliamentary Procedure At A Glance. New York: Hawthorn Books, Inc. 1971.

QUESTION	ANSWER
1. The motion to table can be moved when another member has the floor.	Disagree
2. An appeal on a point of order requires a second.	Agree
3. The motion to close debate provides for an immediate vote on a pending question.	Agree
4. In your club you would prefer the single-transferable vote system.	Agree
5. Committees are usually elected.	Disagree
6. Whenever a member believes that the Chair has made a mistake, the member may rise to a point of order.	Agree
7. To fix the time for the next meeting is a privileged motion.	Agree
8. A nonmember of the club speaking as a guest of the club can be ruled out of order.	Agree
9. A privileged motion is a motion of such nature that it must be scheduled appropriately.	Disagree
10. A motion which is thrown out can be brought before the assembly at a later session.	Agree
11. The secretary is to prepare a roll call of members and call it when necessary.	Agree
12. When there is a tie vote for two candidates, the tie is usually broken by flipping a coin.	Agree
13. General or special orders may be created by the Constitution or By-Laws.	Agree
14. Plurality elections are better than majority elections.	Disagree
15. A motion which is tabled may later be brought before the assembly.	Agree

QUESTION		ANSWER
16.	In some organizations the secretary is the officer of the most importance.	Agree
17.	The final report of the minutes, sometimes called "The Ledger", can be written in pencil.	Disagree
18.	"To adjourn" is a privileged motion.	Agree
19.	A motion may be considered only once.	Disagree
20.	Technical procedure should be encouraged in legislative bodies.	Disagree
21.	Robert's Rules of Order are a standard for parliamentary procedure.	Agree
22.	Abbreviations, symbols and diagrams are of little value when recording events.	Disagree
23.	The motion to adjourn is attached to the main motion because it usually applies to the main motion.	Disagree
24.	The word "all" after the motion to close debate makes it clear that it does apply to all pending questions.	Agree
25.	A question of privilege and a privileged question are the same.	Disagree
26.	A good chairman keeps the assembly informed at all times.	Agree
27.	Common sense is the essence of parliamentary rules.	Agree
28.	The officer to the speaker's immediate left is called the parliamentarian.	Disagree
29.	Fundamentally, all law is based on customs.	Agree
30.	Amendments are for the purpose of electing a motion before it is final.	Disagree
31.	Objection to consideration is a motion which is not often used, but is invaluable when needed.	Agree
32.	The main motion or question is the main idea before the group.	Agree
33.	All matters of importance must be decided by a formal vote.	Disagree
34.	Nominating from the floor is a way of selecting candidates.	Agree

	QUESTION	ANSWER
35.	The "slate" is a book of minutes.	Disagree
36.	The fastest way of selecting candidates is by petition.	Disagree
37.	All situations require a negative vote, even as an act of courtesy.	Disagree
38.	Formal nominations are necessary for an election.	Disagree
39.	A unanimous vote can suspend the Constitution for a specific item.	Disagree
40.	Candidates must be formally printed on a ballot in order to be considered for president.	Disagree
41.	The real value of the motion to postpone indefinitely is strategic.	Agree
42.	Nominations may be reopened by a simple majority vote when there is occasion for doing so.	Agree
43.	It is a difficult situation for a chairman when a person is out of order.	Agree
44.	The motion to adjourn can be moved at any time.	Disagree
45.	A primary purpose of parliamentary procedure is to permit the minority to have a voice.	Agree
46.	A motion is out of order when it is moved while a motion of higher precedence is pending.	Agree
47.	An amendment is an independent motion.	Disagree
48.	The motion to postpone indefinitely is a useful motion from the standpoint of direct effect.	Disagree
49.	A chairman should be formal at all times.	Disagree
50.	Old business means unfinished business which was pending when the last meeting adjourned.	Agree
51.	A motion laid on the table will always be taken from the table.	Disagree



PANEL BOARD FOR YOU BE THE JUDGE

TITLE: ANSWER IT RIGHT

DESIGNER: Michael Hatcher

SUGGESTED USE: ICT I, Unit 2, Lesson 1, Child Labor Laws

TYPE: Educational Game

OBJECTIVE: To motivate students to review child labor laws. To provide a means for individualizing instruction. Questions in this game may also be used with You Be The Judge.

NUMBER OF PARTICIPANTS: Two students per subject.

TIME REQUIRED: Enough time to cover the subject matter thoroughly.

HOW TO PLAY:

Object: To be the winner a player must be the first one to get a symbol (same colored card) in three consecutive squares in any direction: vertical, horizontal or diagonal. A player may win by having five colored cards on the board.

Play:

1. Players decide which color cards they will use and who will go first.
2. The first player selects a blank space and removes the card from the holder.
3. The question is on the front side of the card and the answer is on the back.
4. Players then agree or disagree with the answer. If there is a disagreement, the players must explain the correct answer which is given on the back. They then place the card in one of two discard piles, one for correctly answered questions, the other for incorrectly answered questions.
5. If players answer correctly, a color card is placed in the blank space.
6. If players answer incorrectly, the opponent's color card is placed in the blank space.
7. Players can win the game only with a correct answer. An opponent's miss cannot be used in the winning blank.
8. Players alternate in picking a blank and agreeing and disagreeing.
9. Players continue the game until all cards have been answered correctly.

TITLE: ANSWER IT RIGHT (continued)

EQUIPMENT: Set of questions and answer cards. (See following.)

Board with appropriate pockets. (See drawing which follows.)

Symbol cards (9 each of at least two colors.)

POSTGAME EVALUATION:

1. Did you have an adequate review of child labor laws?
2. Has it made you want to learn more about child labor supervision?
3. Would you change the procedure of the game?

VARIATIONS: The game is designed to allow a student to explore an area of subject matter on his own. It will, however, lend itself well as a review or make-up instrument. It can also be played on a larger scale.

LIMITATIONS: The procedure is only as useful as the players make it. Strict adherence to the rules is of utmost importance. If the game is played several times by the same persons, new questions are needed.

SAMPLE QUESTIONS AND ANSWERS

QUESTION	ANSWER
1. No minor may work more than six consecutive hours without at least a thirty-minute rest or lunch period.	False; five consecutive hours.
2. Minors 14 and 15 years of age are restricted to hours of work not before 7:00 a.m., not later than 6:00 p.m., except on nights not followed by a school day when they may work until 10:00 p.m.	True
3. All males under the age of 17 must obtain an employment certificate before beginning work.	False; 18 years.
4. All minors under 18 years of age shall be certified with an employment certificate before they begin work.	True
5. Minors 12 and 13 years of age may not be employed during school hours.	True
6. No minor may work more than 8 hours in any one day.	True
7. No minor may work more than five days in any one week.	False; 6 days.
8. No minor may work more than 40 hours in any one week.	True
9. Employers who operate intrastate are free to establish whatever wage rates they wish.	True
10. Employers who operate interstate are free to establish whatever wage rates they wish.	False. Subject to federal wage and hour regulations.
11. Social Security is an individual's choice.	False; compulsory retirement plan.
12. You must be at least 16 years of age to be employed in a barber or beauty shop.	False; 14
13. You must be at least 14 years of age to be employed as a bagger/checker in a grocery store.	True
14. Virginia law does not provide for a minimum wage.	True
15. You must be at least 17 years of age to be employed as a roofer.	False; 18

SAMPLE QUESTIONS AND ANSWERS

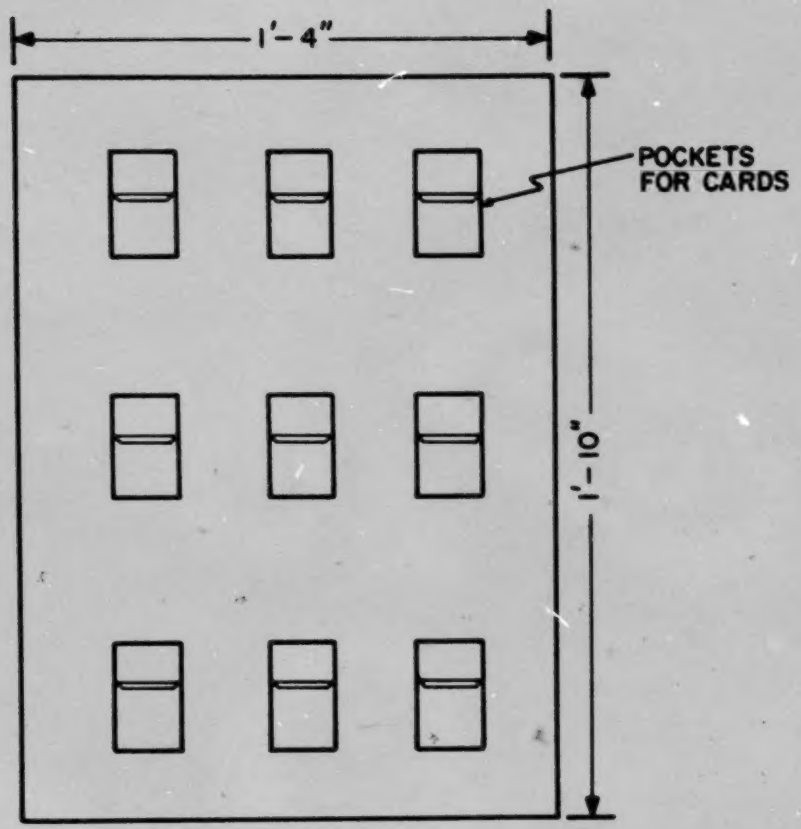
QUESTION	ANSWER
16. Workmen's Compensation costs are directly related to total payroll amount.	True
17. You must be at least 16 years of age to be employed as a painter.	True
18. You must be at least 15 years of age to be employed as a carpenter or woodworking assistant.	False; 16
19. The self-employed may not belong to the social security system.	False; covered by social security.
20. Workmen's Compensation costs are shared by the employee and the employer.	False; totally provided for by employer.
21. Social Security provides income for death and disability benefits.	True
22. Social Security benefits are paid upon retirement at stipulated rates.	True
23. Social Security is an individual state benefit paid to employees.	False; federal government.
24. The purpose of Social Security is as an individual retirement plan.	False; supplemental retirement plan.
25. A work-training or apprenticeship employment certificate is issued to minors between 15 and 18 years of age during school hours when enrolled in a regular school work-training program.	False; 14 and 18.
26. Minors may not operate or assist in the operation of any dangerous machinery.	True
27. Social Security is entirely paid for by the employer.	False; employee and employer.
28. Social Security is a compulsory retirement plan.	True
29. The amount of income which you have earned at your job in no way affects your social security benefits.	False; governed by the amount of income earned.
30. Upon termination of employment an employee shall be paid immediately all wages due him for work performed.	False; on or before next pay date.

SAMPLE QUESTIONS AND ANSWERS

QUESTION	ANSWER
31. A vacation or part-time employment certificate is issued to minors 14 through 17 for work during vacation, days school is not in session, or outside of school hours on school days.	True
32. Time records must be kept by the employer for the preceding twelve month period.	True
33. A General Employment Certificate is issued to those minors who have completed high school.	True
34. With parental permission any minor may work on a farm, garden or orchard without an employment certificate.	True
35. An unmarried female, 19 years of age, is a minor.	False; ceases at 18.
36. A minor can be a married male 16 years of age.	True; to age 18.
37. Minors 16 and 17 years of age are restricted to hours of work not before 6:00 a.m., not later than midnight.	False; 5:00 a.m. to 12:00 midnight.
38. Regardless of parental permission, any minor may work at domestic duties in and around private homes.	False; only with parental permission.
39. An insurance policy at least one year old is acceptable as evidence of age.	True
40. A Permission for Employment form must be completed by the parents of all minors wishing to gain an employment certificate.	True
41. Parents must accompany minors 12 to 14 years of age who are applying for an employment certificate.	False; 12 - 16.
42. A Physician's Certificate of Physical Fitness not more than one year old is required from all minors seeking to obtain an employment certificate.	False; not more than 6 months.
43. Employment certificates are transferable from one employer to another	False; they are not.
44. Employers are not legally responsible for establishing the correct age of any employee.	False; they are legally responsible.
45. A passport is acceptable as evidence of age.	True

SAMPLE QUESTIONS AND ANSWERS

QUESTION	ANSWER
46. A school part-time employment certificate is issued to minors 14 and 15 years of age when the Division Superintendent of Schools finds it in the best interest of the minor to attend school part-time and work part-time.	True
47. A provisional employment certificate is issued to minors 15 and 16 years of age who have been found incapable of profiting from further school attendance.	False; 14 and 15.
48. An Intention to Employ form is completed by an employer certifying that the number of hours per day and days per week will be within the legal limit for minors.	True
49. An Employment Certificate is not a legal document.	False; it is.



DISPLAY BOARD
FOR
ANSWER IT RIGHT

TITLE: THE ROAD TO SUCCESS

DESIGNER: Herbert G. Carpenter and Marlin Shears

SUGGESTED USE: ICT I, Unit 3, Lesson 1. Getting Along With Your Employer

TYPE: Educational Game

OBJECTIVE: Students will be able to discuss good work values such as honesty, punctuality, courtesy, integrity, and self-control.

NUMBER OF PARTICIPANTS: 2 - 6

TIME REQUIRED: 20 - 30 minutes

HOW TO PLAY: Game board: The road on the game board begins at the Employment Office and ends at SUCCESS. The road is marked by milestones (numbers) in the center of each block. Some milestones are circled in red and are called Road Hazards; some are circled in blue and lead to Short Cuts. There are three stretches of rocky road. A sketch of the game board follows.

1. Each player selects a different colored playing piece.

2. Players roll dice to see who will start first. Person rolling highest number goes first; other players follow in turn clockwise.

3. Each player enters the road from the Employment Office, moving up the road according to the throw of the dice, one mile for each spot on the dice. (A roll of doubles does not entitle player to a second roll. Two or more players may land on any square at the same time, without penalty.)

4. If players land on a blue milestone, a card is drawn from the Short Cuts card deck. The card is READ ALOUD and players follow the directions given. Card is then placed on a discard stack. If players land on a blue milestone as a result of a Road Hazard, they do not take a Short Cuts card.

5. If players land on a red milestone, a card is drawn from deck marked Road Hazards. This card is READ ALOUD and players follow directions given. Card is then placed on a discard stack. If players land on a blue milestone as a result of a Road Hazard, they do not take a Short Cuts card.

Note: If cards in these decks are depleted before game is over, shuffle cards and use over.

TITLE: THE ROAD TO SUCCESS (continued)

HOW TO PLAY:

Play:

6. If players land on a rocky road, they must follow directions found on the billboard adjacent to that stretch of rocky road; i.e., miss one turn, etc. It is possible to land more than one time in the same stretch of rocky road. Directions must be followed on each stop.

7. After player passes milestone No. 108 there are no more road hazards. Player must enter SUCCESS only on an exact roll of dice. At this point (only after passing 108), if a number of moves indicated on dice does not put player in a desired position to enter SUCCESS, he/she may forfeit that move and play passes to next person. He/she may continue to forfeit moves on each turn until the desired number is rolled.

8. The game is won by the player who is first to reach SUCCESS.

EQUIPMENT: The game consists of a game board, playing pieces of various colors, pair of dice, one pack of cards marked "Road Hazards" and one pack of cards marked "Short Cuts." Readings on cards are given on accompanying pages.

POSTGAME SUGGESTIONS AND EVALUATION:

Suggestion:

1. Have students list and discuss some "rough roads" at their own particular jobs.

2. Draw upon the group for some real situations as were brought out in the game and related to "short cuts" in their work.

3. Have students prepare additional cards which they feel are appropriate for the game.

VARIATIONS:

1. Have the student winner of one table play the student winner of another table.

2. Have interested students prepare some game options - - - example: Players rolling doubles may take another turn; or if players land on the same spot as another player they must go back to the previous rough road.

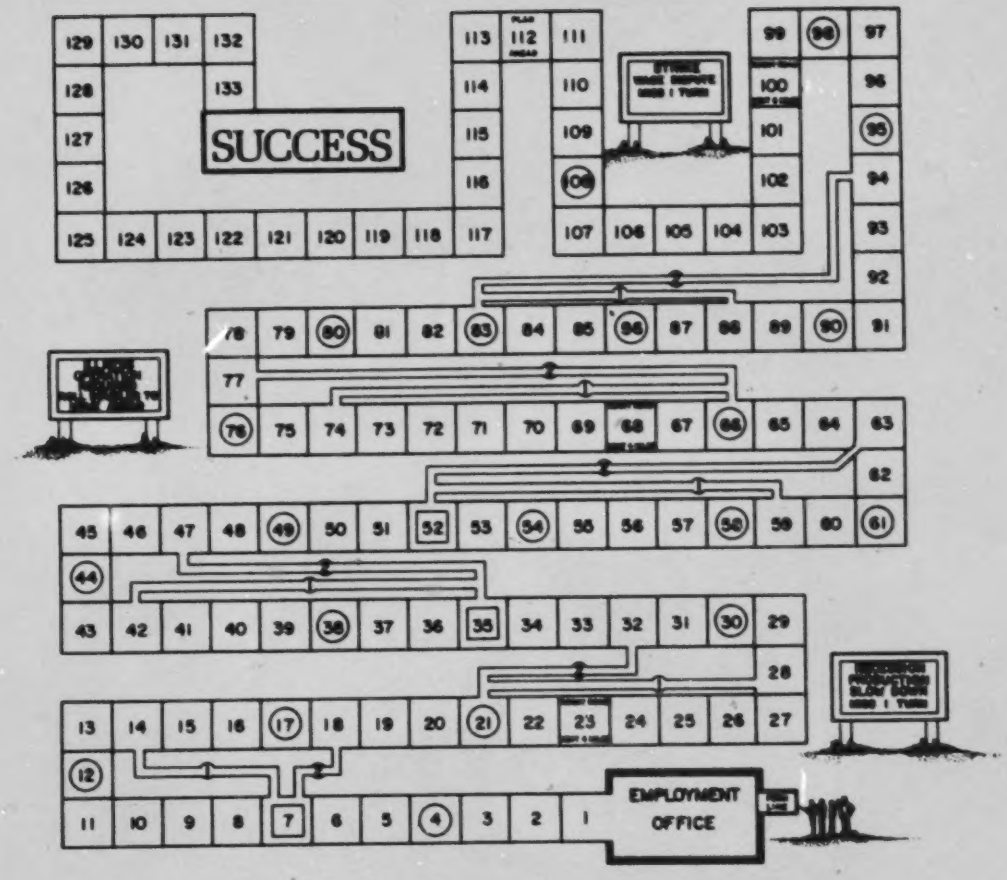
LIMITATIONS: The game may not challenge all students and sometimes moves too fast for less able students.

The Road To Success game can be drawn on Contact paper with felt-tip pens of various colors (permanent ink). Paper can then be attached to the playing board of an old game.

Suggestions for playing pieces:

Tops from bottles such as shampoo, hand lotion, medication, etc.

Tops from liquid crayons, felt-tip pens.



GAMEBOARD FOR ROAD TO SUCCESS

Explanation of Road Circles and Signs

MILESTONE

4 - Red circle (for Road Hazard)

7 - Blue square (for Short Cut)

12 - Red circle

17 - Red circle

21 - Blue circle

23 - (Sign) ROCKY ROAD
Next 4 Miles

30 - Red circle

35 - Blue square

38 - Red circle

44 - Red circle

49 - Red circle

52 - Blue square

54 - Red circle

58 - Red circle

MILESTONE

61 - Red circle

66 - Blue circle

68 - (Sign) ROCKY ROAD
Next 4 Miles

76 - Red circle

80 - Red circle

83 - Blue circle

86 - Red circle

90 - Red circle

95 - Red circle

98 - Red circle

100 - (Sign) ROCKY ROAD
Next 6 Miles

108 - Red circle

112 - (Sign) PLAN AHEAD

BILLBOARDS

I - RECESSION
Production Slowdown
Miss 1 Turn

II - ILLNESS
Operation Required
Roll doubles
to move ahead

III - STRIKE
Wage Dispute
Miss 1 Turn

ROAD HAZARDS

You were thirty minutes late for work this morning. Go back 4 miles.

You are unorganized and cannot find needed tools. Go back 3 miles.

You have refused to work overtime on a rush job without explanation. Go back 3 miles.

You took an extra long lunch hour. Go back 2 miles.

You have been moving very slowly lately. Go back 2 miles.

You seem to spend an excessive amount of time talking to co-workers. Go back 3 miles.

You were ten minutes late for work this morning. Go back 1 mile.

You had an argument with the boss. Go back 10 miles.

You have been generally uncooperative. Go back 5 miles.

Your coffee breaks have been much too long. Go back 2 miles.

You didn't report for work yesterday and you didn't call in. Go back 7 miles.

You "borrowed" from the cash register. You are FIRED! Go back to Employment Office and start again.

You had a loud argument with a co-worker. Go back 4 miles.

You have been taking too many Fridays and/or Mondays off work. Go back 6 miles.

Your personal appearance leaves much to be desired. Go back 2 miles.

You have been ignoring plant safety rules. Go back 9 miles.

You have been taking sick leave to attend to personal business. Go back 5 miles.

Your work area is very untidy. Go back 3 miles.

You have been making a lot of personal calls on the telephone. Go back 2 miles.

You were rude to a customer. Go back 8 miles.

You were twenty minutes late for work this morning. Go back 2 miles.

SHORT CUTS

You are very cooperative. Take Short Cut 1.

You arrive for work a few minutes early every day. Take Short Cut 2.

You keep your work area very neat. Take Short Cut 1.

You are always willing to help someone else when you are not busy. Take Short Cut 2.

You are usually cheerful and pleasant. Take Short Cut 1.

You are always courteous to customers. Take Short Cut 1.

You are easy to get along with. Take Short Cut 1.

You show a real interest in your job. Take Short Cut 2.

You always dress appropriately. Take Short Cut 1.

You seldom make or receive personal telephone calls. Take Short Cut 1.

You have proven to be very dependable. Take Short Cut 1.

You cut your lunch period short to get a rush job done. Take Short Cut 2.

You get your routine jobs done quickly and efficiently. Take Short Cut 2.

You displayed tact and courtesy in dealing with a dissatisfied customer. Take Short Cut 2.

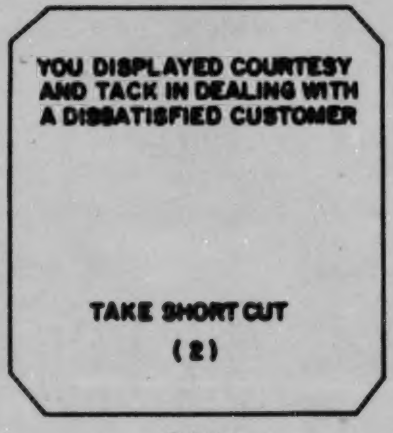
You volunteered to work overtime on an important project. Take Short Cut 2.

You always return from lunch and breaks at the specified time. Take Short Cut 1.

You always dress appropriately. Take Short Cut 1.

CARDS ARE MADE BY CUTTING 3" X 5" CARDS IN HALF

FRONT



BACK

TITLE: GETTING THE RIGHT JOB

DESIGNER: Gary O. Cannaday

SUGGESTED USE: ICT I, Unit 2, Lesson 4, Sources of Employment
Lesson 5, Job Application Procedure
Lesson 6, The Job Interview

TYPE: Educational Game

OBJECTIVE: Student will be able to identify the fundamentals and techniques of finding a job.

NUMBER OF PARTICIPANTS: Twenty or more.

TIME REQUIRED: Thirty minutes.

HOW TO PLAY: Object: A team wins by gaining the highest score when questions in all categories on a wheel have been answered.

Play:

1. Split students into teams of four or five. The teams may consult among each other.
2. The teacher or moderator will place the wheel in a place where all students are able to see it spin.
3. The teacher or moderator will then ask a general question of the students. There are several methods which the moderator can use to help in determining which team will gain the opportunity to answer the general question. A suggested method is to place a bell in front of each team's table. The first team to ring the bell may answer the question.
4. Each question will be worth one point. If the team answers correctly, one point will be automatically added to the team score and the team will spin the wheel for a bonus question. (Note: scoring in this game may be calculated on the blackboard.)

Bonus Wheel: There are four general categories indicated on the wheel: Job Application, The Interview, Sources of Employment, and General Information.

The questions are designed by degree of difficulty and are taken directly from ICT I, Unit II. The questions count one to five points each.

The student spins the wheel and the category in which the wheel stops designates the question area, i.e., Job Application, The Interview, etc. For each general question answered correctly, only one bonus spin will be allowed.

TITLE: GETTING THE RIGHT JOB (continued)

Example: Team A answers the general question correctly, and receives 1 point. The team continues by spinning the bonus wheel. The wheel has been divided into 36 sections by placing 36 nails approximately 2 inches apart. A dot has been placed in each section on the wheel which corresponds with the color code of the questions in each category, i.e., blue for Job Application, orange for Job Interview, yellow for Sources of Employment, and green for General Information questions. There are nine dots per color on the wheel. If the wheel lands on a blue dot, a question from Job Application will be asked, etc. If the question is the first question in the category the bonus question is worth one point. The second question is worth 2 points and the third is worth 3 points, etc. until reaching the last question which is worth 5 points.

Questions taken from the pocket on the wheel are not replaced whether or not the correct answers are given. No other question will be replaced in that pocket until the game is finished. This allows the moderator to control the number of questions asked in each category. Now it is possible to know whether the question is worth 2, 3, 4, 5 points, because as each question is asked, it is removed from one of the 5 pockets found on the base.

If the wheel is spun and it lands on a category where there are no questions left, the team may choose a question from another category and receive the amount of points which that question is worth.
(Note: if the general question is answered incorrectly, that point will be subtracted from the score of the team which answered. The wheel is only spun when the question is answered correctly. The moderator will then ask another general question to the group.

How the game ends:

The game ends when the questions in all categories have been asked. The team with the highest number of points wins. The questions are then reset for the next game.

TITLE: GETTING THE RIGHT JOB (continued)

TEACHER SUGGESTIONS:

Develop at least 15 questions per category, so that the wheel can be reset at least three times during a 50 to 55 minute class. There should be at least 50 general questions prepared.

Design the questions by degree of difficulty, ranging from one point for easier questions to five points for the more difficult ones. Develop your questions so that the student will be required to think about the different aspects of a successful employment situation.

Remember: The objective of this game is to introduce the student to the fundamentals and techniques of finding a job.

EQUIPMENT:

Bonus wheel, question cards, yarn for marking categories, magic marker, and pockets.
Build the wheel two feet or more in diameter on a very sturdy stand.
Do not paint the wheel with category headings; instead, staple the headings to the wheel. This will allow the wheel game to be used in connection with other areas of instruction.

PHYSICAL SETTING:

Sturdy table in front of room.
Class members remain seated in usual locations.

POSTGAME EVALUATION:

Posttest on the terms, ideas and questions, which were asked during the game.

1. Explain the importance of the job application in successful employment.

2. Explain where to look for a job. Who can be contacted?

3. Name ten examples of why a person might fail to be employed as a result of the interview?

4. What items might be brought with you when filling out an application?

VARIATIONS: Game wheel can be used in other ICT units following the same playing rules to teach terms, concepts, or solutions.

The following questions are sample questions which might be used in the wheel game. Remember that the questions should be designed by degree of difficulty. Place these questions on colored index cards. Cards of five different colors may be used. Four of the colors should be on the wheel; the fifth color should be used for general questions and will not correspond with a color on the bonus wheel.

JOB APPLICATION: Sample questions

1 pt. An application is always filled out in ink. True or false.
2 pt. Prior work history is always found on an application. True or false.
3 pt. List or name three types of references.
4 pt. Define the term "non-applicable."
5 pt. Which of the following is not usually found under the Education column on an application? Grammar/grade school, Junior High School, High School, Vocational School, College, Military Training.

SOURCES OF EMPLOYMENT:

1 pt. A source for job hunting might be your newspaper. True or false.
2 pt. A private employment agency does not charge fees for finding jobs. True or false.
3 pt. Name at least three places where you might go to find a job.
4 pt. Define the term "employment agencies."
5 pt. Which of the following is not a source of employment when looking for a job? Tips from friends, employment agencies, yellow pages, none of these, all of these.

JOB INTERVIEW:

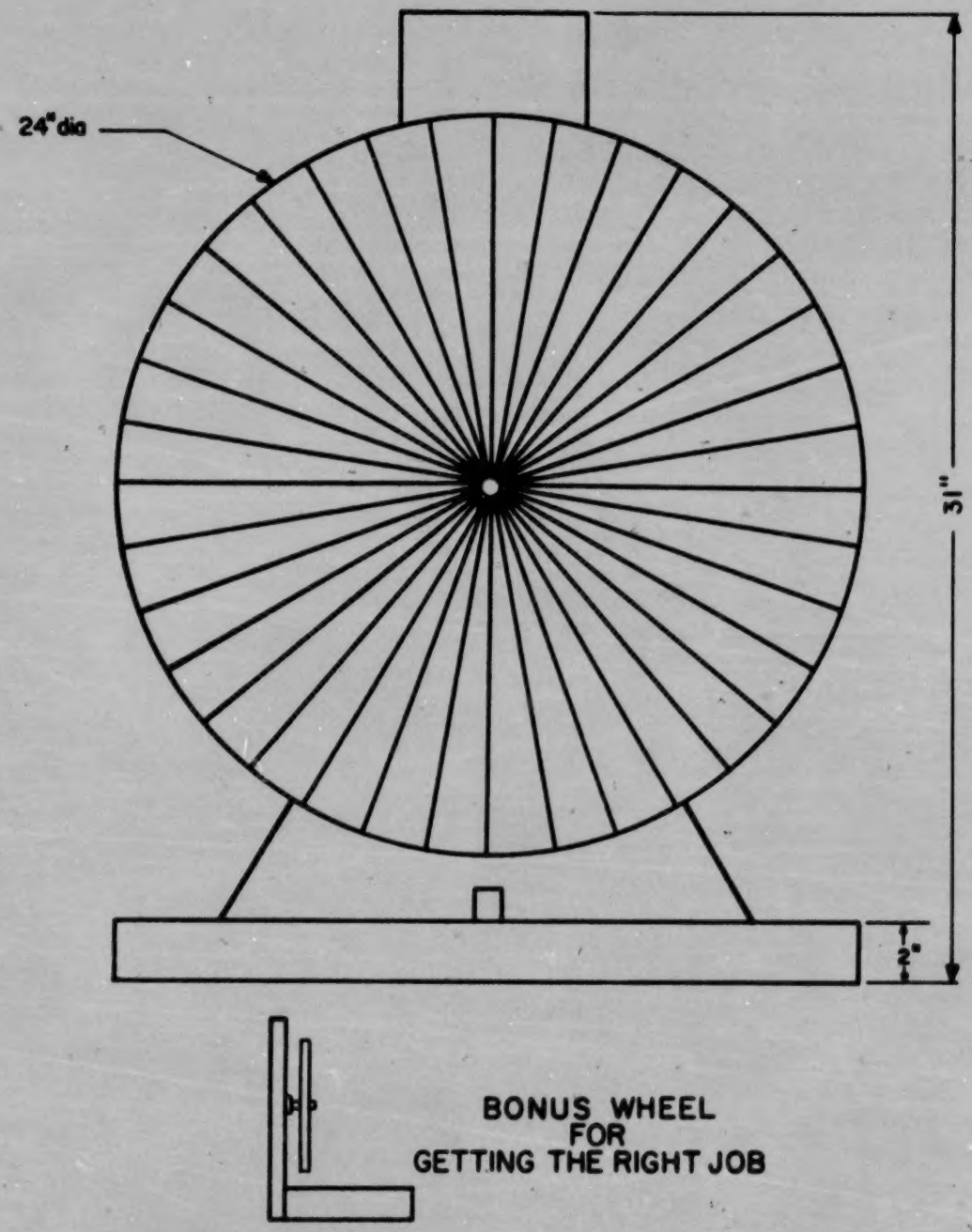
1 pt. Appearance is important in the job interview. True or false.
2 pt. You should not try to prove how strong your grip is when shaking hands. True or false.
3 pt. Name three rules which you should follow when being interviewed.
4 pt. Define the term "personnel manager," and explain how this person plays a role in the interview.
5 pt. Give five reasons why people are not hired after an interview has taken place.

GENERAL INFORMATION:

1 pt. Application is usually the first step in securing employment. True or false.
2 pt. First impressions are generally lasting impressions. True or false.
3 pt. Name three steps which you might go through when securing employment.
4 pt. Define the term "employment."
5 pt. Which of the following is not a step which one would go through when looking for a job? Follow up newspaper ads, fill in job applications, visit employment agency, interview, call employer following interview.

GENERAL QUESTIONS: Make all general questions true or false or one-word answers. (All are worth 1 pt.)

Poor personal appearance often results in not being hired. True or false?
The form in which information is obtained by the interviewer about the person being interviewed is called _____.



BONUS WHEEL
FOR
GETTING THE RIGHT JOB

TITLE: MEET THE BUDGET

DESIGNER: Bill Monticone

SUGGESTED USE: ICT I, Unit 8, Lesson 1. Managing Money

TYPE: Educational Game

OBJECTIVE: To assist the student in learning the reasons for preparing a budget. To help the student understand a program of spending.

NUMBER OF PARTICIPANTS: 2 - 5.

TIME REQUIRED: Forty-five minutes to one and one-half hours, depending on the number playing.

HOW TO PLAY:

Object: The first person to gain all the amounts needed per month in the various budget categories listed in Column 2 of the Monthly Budget Chart is the winner.

Play:

1. Each player is given one budget card and a pencil.
2. High roll goes first. Roll two dice for each move.
3. If a player lands on "Good Luck" or "Bad Luck" or on a square that directs him/her to them, on the next turn roll one die and enter the designated area. Continue rolling on that turn until you are through the area.
4. When a player lands on a budget item underlined in blue, follow the directions and list the stated amount of money on the budget card in Column 3.
5. All items which are bad are underlined in red. These are items which increase the amount of a budget item listed in Column 2 or decrease amounts already earned in Column 3.
6. No item which states "Answer Q" can be collected unless the question is correctly answered.
7. Anytime a player is sent to "Bad Luck," he/she does not pass "Start."
8. Directions on some squares will decrease the amount listed on Column 2 of the budget card.
9. No budget item may be dropped below $0.00

TITLE: MEET THE BUDGET (continued)

HOW TO PLAY: (continued)

Play:

10. Each time a player passes Start, it is possible to apply any portion of his/her savings toward any one budget item. If a player lands on Start, any portion of the savings can be applied toward one budget item and/or completion of any other budget item.

11. If a player rolls doubles, another turn is given.

12. Each time a player passes Start, apply $100 to savings. A player cannot apply this $100 to a budget item until he/she has gone around the board again and landed on, or gone past, Start.

13. After passing Start or landing on Start, a player must apply all money in savings to the budget item desired before following instructions given on the square landed on. Example: Player is on red square with message "House Guests: increase food item by $15.00 per month." With $140.00 in savings a 6 is rolled which brings the player to "Savings Cut ½." It is possible to place all or a part of the $140.00 toward any one item. If $130.00 is applied toward rent, $10.00 is left in savings. Next, the player gains $100.00 as a reward for passing Start. The savings are now $110.00 Next his savings are cut by one-half, leaving $55.00.

EQUIPMENT NEEDED: Game board, 5 tokens, question cards, budget cards, dice and pencils.

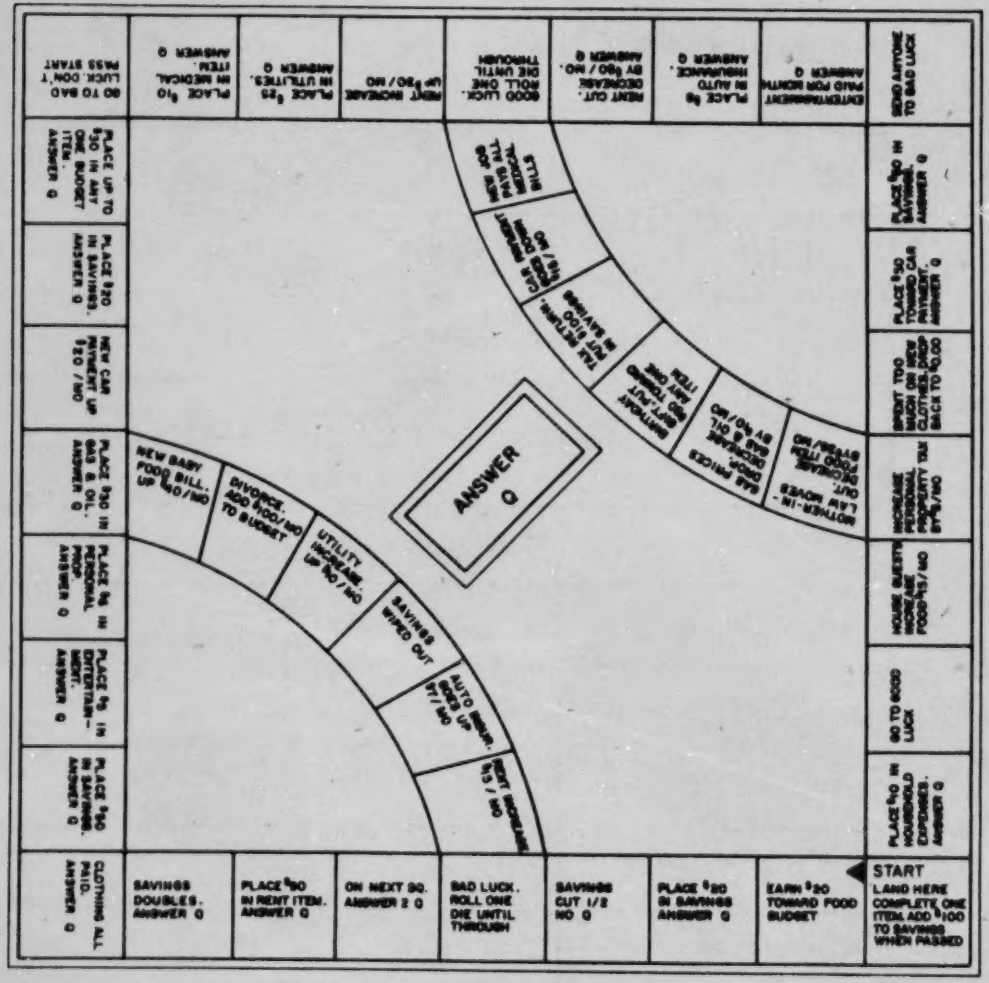
PHYSICAL SETTING: Classroom, tables and chairs.

POSTGAME EVALUATION:

1. Plan pre and post attitude inventories on spending habits. Note difference in scores.

2. Present budget problems to students. Note motivation improvement.

ITEM	$ PER MONTH NEEDED	$ PER MONTH ON HAND
PERSONAL PROP. TAX	$ 12.00	0
RENT	$ 250.00	0
UTILITIES	$ 50.00	0
AUTO INS.	$ 25.00	0
HOUSEHOLD EXPENSES	$ 20.00	0
FOOD	$ 100.00	0
MEDICAL BILLS	$ 20.00	0
ENTERTAINMENT	$ 20.00	0
GAS AND OIL	$ 80.00	0
CAR PAYMENT	$ 100.00	0
CLOTHING	$ 40.00	0
SAVINGS		


START
LAND HERE COMPLETE ONE ITEM. ADD $100 TO SAVINGS WHEN PASSED
EARN $20 TOWARD FOOD BUDGET
PLACE $20 IN SAVINGS ANSWER Q
SAVINGS CUT 1/2 NO Q
BAD LUCK. ROLL ONE DIE UNTIL THROUGH
ON NEXT SQ. ANSWER 2 Q
PLACE $50 IN RENT ITEM. ANSWER Q
SAVINGS DOUBLES. ANSWER Q
CLOTHING ALL PAID. ANSWER Q
PLACE $10 IN HOUSEHOLD EXPENSES. ANSWER Q
GO TO GOOD LUCK
HOUSE BURNS. INSURANCE PAYS $5/NO
INCREASE PERSONAL PROPERTY TAX $75/NO
SPENT TOO MUCH ON NEW CLOTHES. DROP BACK TO $100
PLACE $50 TOWARD CAR PAYMENT. ANSWER Q
PLACE $10 IN SAVINGS. ANSWER Q
SEND ANYONE TO BAD LUCK
EXTERMINATOR PAID FOR MONTH ANSWER Q
PLACE $6 IN AUTO INSURANCE. ANSWER Q
RENT CUT. DECREASE BY $50 / NO. ANSWER Q
GOOD LUCK. ROLL ONE DIE UNTIL THROUGH
RENT INCREASE UP $50 / NO
PLACE $25 IN UTILITIES. ANSWER Q
PLACE $10 IN MEDICAL ITEM. ANSWER Q
GO TO BAD LUCK. DON'T PASS START
PLACE UP TO $30 IN ANY ONE BUDGET ITEM. ANSWER Q
PLACE $20 IN SAVINGS. ANSWER Q
NEW CAR PAYMENT UP $20 / NO
PLACE $30 IN GAS & OIL. ANSWER Q
PLACE $6 IN PERSONAL PROP. ANSWER Q
PLACE $5 IN ENTERTAIN-MENT. ANSWER Q
PLACE $30 IN SAVINGS. ANSWER Q
NEW BABY FOOD BILL. UP $10 / NO
DIVORCE. ADD $100 / NO TO BUDGET
UTILITY INCREASE UP $40 / NO
SAVINGS WIPED OUT
AUTO REPAIR. WIPED UP $7 / NO
RENT INCREASE $15 / NO
ANSWER Q
MOTHER-IN-LAW MOVES OUT. DECREASE FOOD ITEM BY $40 / NO
GAS PRICES DECREASE $.05 A GAL. BY 40 / NO
REMOVE ANY 2 OUT. TRADE NO ONE ITEM
TAX RETURN. $75 EACH TO SAVINGS
BILLS PAID. TAKE ONE OFF NEW
INSURANCE CO. REFUNDS $50 / NO

GAME BOARD FOR MEET THE BUDGET

TITLE: KNOW YOUR RIGHTS

DESIGNER: Sheila O'Connor

SUGGESTED USE: ICT I, Unit 9, Lesson 1, You and the Law
Lesson 2, Contracts

TYPE: Educational Game

OBJECTIVE: Students will be able to define basic terms of law and contracts.

NUMBER OF PARTICIPANTS: Three or more.

HOW TO PLAY:

1. Pick two students to act as facilitators.
2. Divide class into two groups and flip a coin to determine order.
3. Each team picks a category and a team marker is placed on top of its station. The marker is an aid for the facilitators.
4. Each team must start at the beginning of its category (five point question) and teams alternate turns.
5. In order to proceed in the game, each question must be answered correctly. As a question is answered correctly, the team marker is placed over that completed question.
6. If a team answers a question incorrectly, it must start at the beginning of that category on the next turn.
7. As points are made, the point cards at the bottom of the pegboard must be changed.
8. When a category is completed, the team may try for extra points by betting all or part of its total points on the bonus question in its category. The bonus question must be answered correctly in order to earn any points. If it is missed, the number of points which the team bet on that question will be subtracted from the total point value.
9. The team with the most points at the end of the game wins.

EQUIPMENT: 2' x 4' pegboard, peg board hooks (about 35), approximately 50 3" x 5" index cards. See sample questions which follow.

POSTGAME EVALUATION: Test students in oral or written form to determine whether they are able to define basic terms of law and contracts.

TITLE: KNOW YOUR RIGHTS (continued)

VARIATIONS:

1. Two students could use this game as a review.
2. Cover only one specific category and go into greater detail.
3. Run the game for several days to cover all categories by each team.

LIMITATIONS: If the whole class plays, some students may not become as involved as others.

SAMPLE QUESTIONS

CONTRACTS CATEGORY

1. Q. Parties to a contract must be of legal age and normal mentality.
   A. True

2. Q. Pressure or influence applied to a person's will by threat of bodily harm is known as _____.
   A. duress

3. Q. An agreement between two or more parties for the doing or not doing of some definite thing is known as a (an) _____.
   A. contract

4. Q. Purchasing clothing at a local store is an example of what type of contract?
   A. Informal.

5. Q. All contracts must be in compliance with Federal, State, and local laws to satisfy the _____ element of a contract.
   A. legal bargain

6. Q. Fraud must be written in order to make a contract void.
   A. False.

7. Q. Formal contracts specifically state the agreement of the parties orally or in writing.
   A. False - - expressed contracts.

8. Q. Name the four types of contracts.
   A. Expressed, implied, formal, informal.

9. Q. _____ means that each party to a contract must promise to either give up something of value that he has a legal right to keep or agree to do something that he is otherwise not legally required to do.
   A. Consideration.

10. Q. Parties who are incompetent are void from contracts if the person can return the goods. If not, they must be liable.
    A. True

11. Q. Mutual assent; competent parties; consideration; legal bargain; required form. The five items listed above are known as _____.
    A. The required elements of a contract.

SAMPLE QUESTIONS

WRONGFUL ACTS CATEGORY

1. Q. Mutual assent means the parties to a contract must be in complete _____.
   A. agreement.

2. Q. A person is negligent when through his own carelessness he causes injury to another person or damage to his property.
   A. True

3. Q. _____ is an unlawful physical attack upon another.
   A. Assault

4. Q. A felony is a serious crime such as treason.
   A. False

5. Q. Give one example of a felony.
   A. murder, arson, embezzlement, bribery.

6. Q. A misdemeanor is usually punishable by a fine or a short period of imprisonment.
   A. True

7. Q. Revealing defense secrets to a foreign power is known as _____.
   A. treason.

8. Q. A traffic violation is an example of a (an) _____.
   A. misdemeanor.

9. Q. To be guilty of trespassing, a person must have gone on "posted" property.
   A. True

10. Q. Making false statements about a person's reputation is known as _____.
    A. libel or slander.

11. Q. Explain the difference between libel and slander.
    A. Libel - - written or published; slander - - spoken.

12. Q. Name the two types of wrongful acts.
    A. crimes and torts.

13. Q. The purpose of tort law is to punish wrongdoers.
    A. False.

14. Q. The three types of crimes are: treason, felony, and _____.
    A. misdemeanor.

15. Q. Name three types of torts.
    A. negligence, libel, slander, trespassing, assault, battery.

16. Q. What is the purpose of tort law?
    A. To provide compensation for losses suffered by persons whose legally protected rights have been violated.

SAMPLE QUESTIONS

LAW CATEGORY

1. Q. Survival of the strong over the weak is an example of what type of law?
   A. Natural

2. Q. Safety and freedom are possible in a nation of law and order.
   A. True

3. Q. Time, foods and clothes are regulated by laws.
   A. True

4. Q. Law can be thought of as the rules for living in a (an) _____ society.
   A. civilized.

5. Q. A person hearing someone screaming in the night has a (an) _____ duty to at least call the police.
   A. moral

6. Q. _____ law is concerned with the acts against society.
   A. Criminal

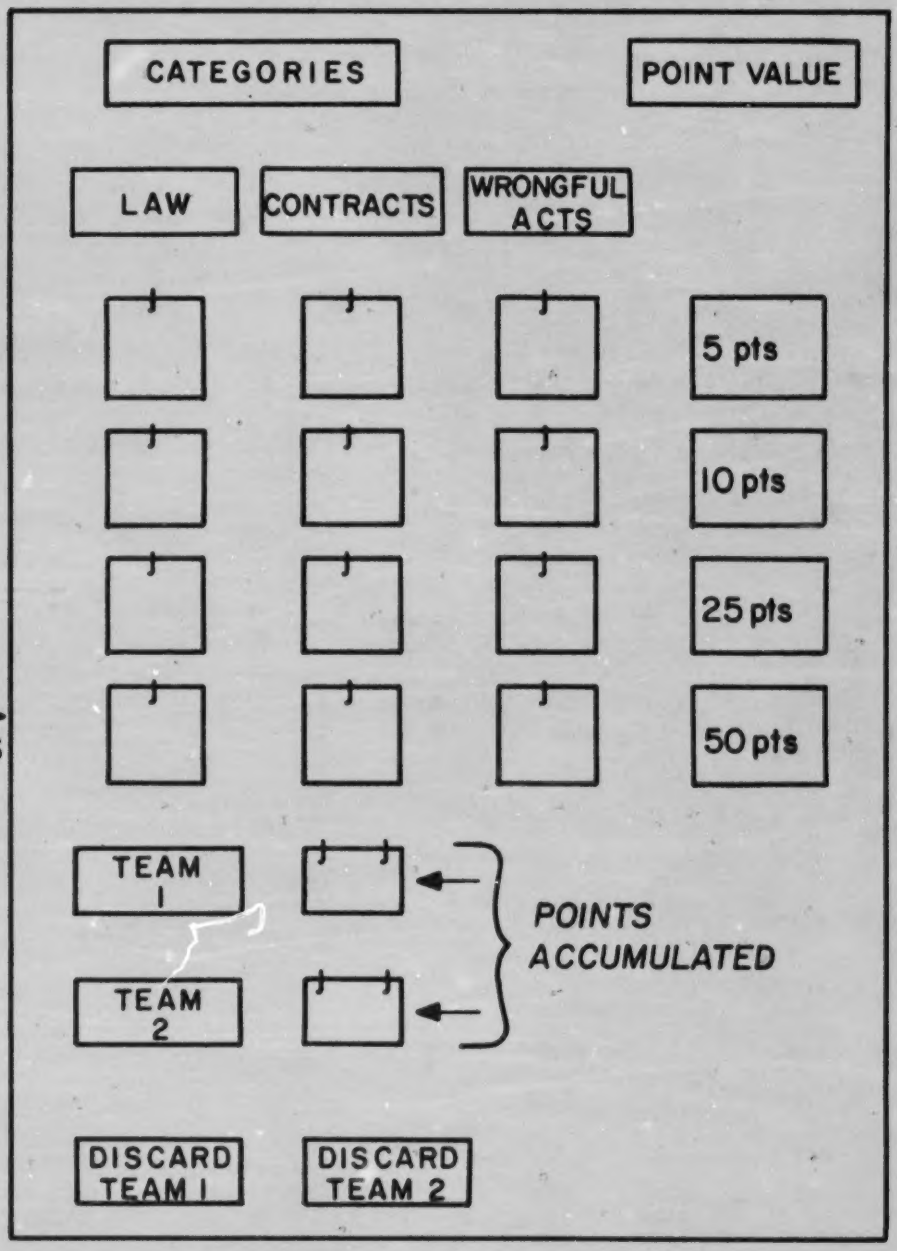
7. Q. _____ has been defined as rules of conduct governing men in their relations with one another.
   A. Law

8. Q. Law covering the right and obligations of individuals is known as _____ law.
   A. private

9. Q. Constitutional law is concerned with _____ and its relationship to existing laws.
   A. the Constitution

10. Q. _____ law is concerned with the conduct of nations in their relations with other nations.
    A. International

11. Q. Administrative law is concerned with the conduct of _____ _____.
    A. government administration agencies.



PANEL BOARD FOR KNOW YOUR RIGHTS

TITLE: SAFETY IN NUMBERS

DESIGNER: Michael Taylor

SUGGESTED USE: ICT I, Unit 10, Lesson 1. Accidents, Causes and Effects

TYPE: Educational Game

OBJECTIVE:

(1) To demonstrate through simulation that regardless of an individual's career or occupation, violation of safety rules will result in injury to the individual or damage to equipment.

(2) To assist students in verbalizing safety considerations in various occupations.

NUMBER OF PARTICIPANTS:

(1) Two teams; 4 - 12 persons on each team.
(2) One timer.
(3) One judge or arbitrator (teacher).

TIME REQUIRED: 15 to 60 minutes.

HOW TO PLAY:

1. Two teams and a timer are chosen.
2. Each person is assigned an occupational area (written on a card).
3. Alternating team members roll the dice.
4. The number is called out, and the matching category on the Safety In Numbers chart, which gives the reason for an accident or safety violation, is announced.
5. Student is allowed 15 seconds to give an accident situation resultant from this violation, as it pertains to his occupation. (10 pts.)
6. If no response, other team members may attempt an answer, in reference to the occupation given on their cards. (5 pts.)
7. If still no correct response, the other team may attempt an answer. (3 pts.)
8. The game director serves as a judge and time keeper.
9. Winner can be declared when all questions have been asked or after a pre-determined number of minutes has passed.

EQUIPMENT: Diagram sheet, dice, career cards, stop watch, bell, score.

PHYSICAL SETTING: Classroom, desks, table.

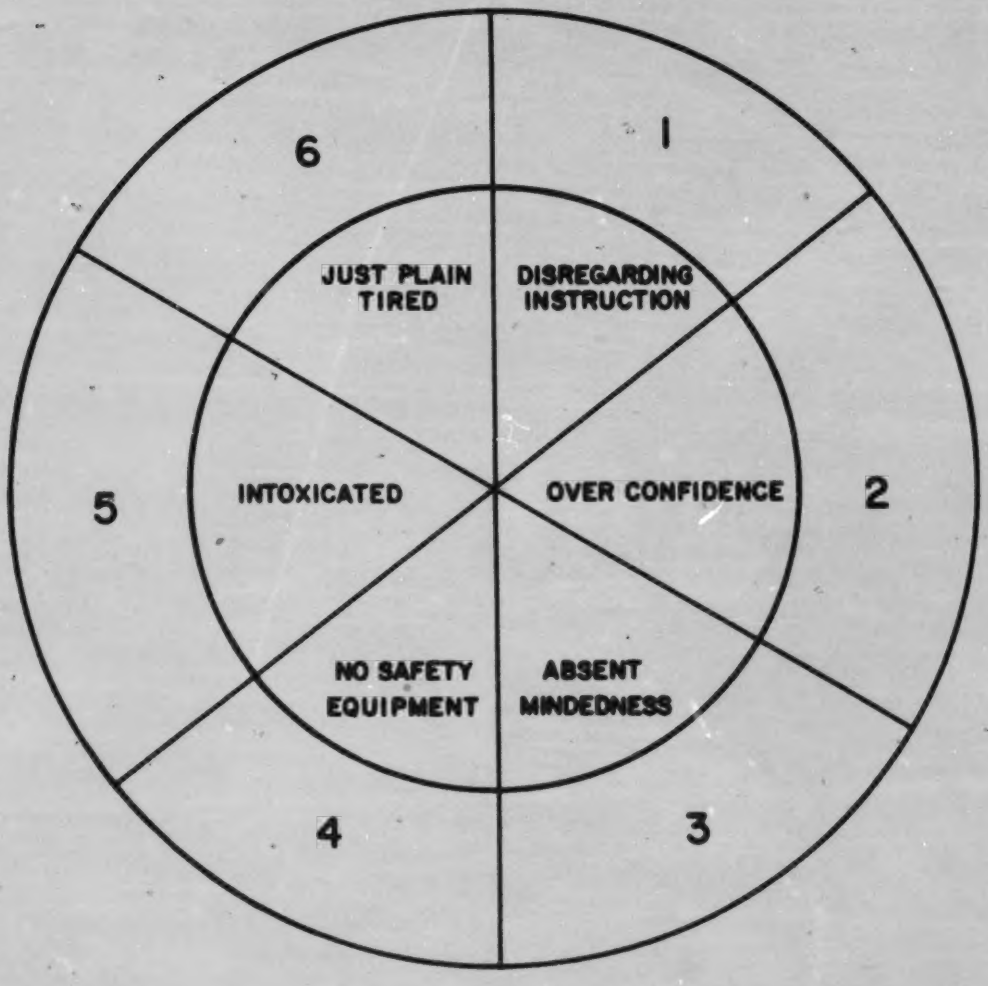
TITLE: SAFETY IN NUMBERS (continued)

POSTGAME EVALUATION:

1. Did students gain an insight into safety hazards and procedures?
2. Was there an understanding of the major causes of accidents?
3. Was there a greater understanding of the necessity for having safety rules?

VARIATIONS: Accident reasons can be changed on the game board.

SAFETY IN NUMBERS



TITLE: HOW DOES IT FEEL TO BE BLIND?

DESIGNER: Robert P. Braden

SUGGESTED USE: ICT I, Unit 10, Lesson 1. Accidents - Causes and Effects

TYPE: Educational Simulation

OBJECTIVE: Student eye safety attitudes will become more positive as students experience the difficulty of performing tasks under simulated conditions of being blind.

NUMBER OF PARTICIPANTS: 20 students, divided into teams of 2.

TIME REQUIRED: 40 - 50 minutes.

HOW TO PLAY: One student blindfolds another and seats himself across the table. The simulated blind person is told to construct a square, triangle and a star with toothpicks. The blind person can ask questions. Students switch roles after 15 minutes.

EQUIPMENT: 10 strips, 4" width, of double thick clean white cloth material, box of cotton balls to use over eyes, 10 safety pins and box of flat toothpicks.

PHYSICAL SETTING: Classroom with tables and chairs.

POSTSIMULATION EVALUATION: Postsimulation evaluation questions.

1. What were your feelings when you attempted to perform the task of making a square, triangle, and star while blindfolded?

2. In what ways did the experience help you to become more aware of eye safety?

3. What were the feelings of the student giving directions and answering questions for the blindfolded person?

VARIATIONS:

Student (blindfolded) could be asked to perform tasks without the aid of another student's directions. Difficulty of task could be increased for blindfolded person. Student may be asked to construct geometric figures of any type; change people giving directions.

LIMITATIONS:

Difficulty for teacher to supervise ten teams at one time.

TITLE: KNOW YOUR BUSINESS PRINCIPLES

DESIGNER: Kevin P. McCabe

SUGGESTED USE: ICT I, Unit 2, Lesson 1, Proprietorship, Partnership, Corporation and Franchise

Lesson 2, Small Business Operation

OBJECTIVE: To enable students to identify basic principles of small business organization and operation.

NUMBER OF PARTICIPANTS: Unlimited. There must be at least three.

TIME REQUIRED: 20 to 30 minutes.

HOW TO PLAY:

1. Pick two students as facilitators; divide remainder of group into two or more teams.
2. Toss a coin to decide which team will go first.
3. The first team picks any two numbers from cards placed on a display board. The selected numbers are removed to expose questions and/or answers.
4. If the two exposed cards match and the students can match the missing part of the answer, the first two cards on the board will be exposed and that team will be awarded ten points for matching correctly.
5. If not matched, the turn passes to team two, which in turn will select two cards and attempt to match the correct answer to the question. The team with the most points after 30 minutes is declared the winner.
6. A bonus of 20 points is given if either team guesses the puzzle word under cards. The puzzle word will change for each game.

EQUIPMENT: Pegboard, 2' x 4' x 1/8"; pegboard hooks; 3" x 5" index cards; 12' of 2" x 2" lumber for frame.

VARIATIONS:
1. Two students may use the game for a review.
2. Can be used to cover any topic in which there are a number of questions and definitions.
3. Could be used as a review at the end of almost any unit.

TITLE: KNOW YOUR BUSINESS PRINCIPLES (continued)

POSTGAME EVALUATION: Test students to determine if they are able to answer questions on the basic principles of small business organization and operation.

LIMITATIONS: Some students may not become involved, and there may be a problem with talking by the students during the game.

KNOW YOUR BUSINESS PRINCIPLES

SAMPLE QUESTIONS

1. Q. What are the main types of businesses?
   A. Manufacturing, sales, public service.

2. Q. What are the disadvantages of partnership?
   A. Debts binding on all; dissolved by death or disagreement; profits or losses shared as in agreement; some partners can't cooperate.

3. Q. What are the main areas of capital outlay when starting a business?
   A. Equipment cost, inventory cost, office equipment cost.

4. Q. What are the disadvantages of proprietorship?
   A. Success limited by owner's ability; hard to obtain funds; the owner assumes all risks; business life depends on owner's life.

5. Q. What are the advantages of a franchise?
   A. Acquire a recognized name; receive all company secrets and materials; monopoly rights.

6. Q. What are the disadvantages of a franchise?
   A. Prices regulated by government; profits determine selling price; high cost of acquiring franchising rights; regulated by main franchise office.

7. Q. What are the advantages of partnership?
   A. Larger capital funds, variety of abilities, different policy opinions; losses shared jointly.

8. Q. What are the main sources of financial aid when starting a business?
   A. Banks, Small Business Administration, stock, private backers, trust company, community development agency.

9. Q. What are the advantages of single proprietorship?
   A. Own boss, close personal relations, easily organized or dissolved; owner is local person.

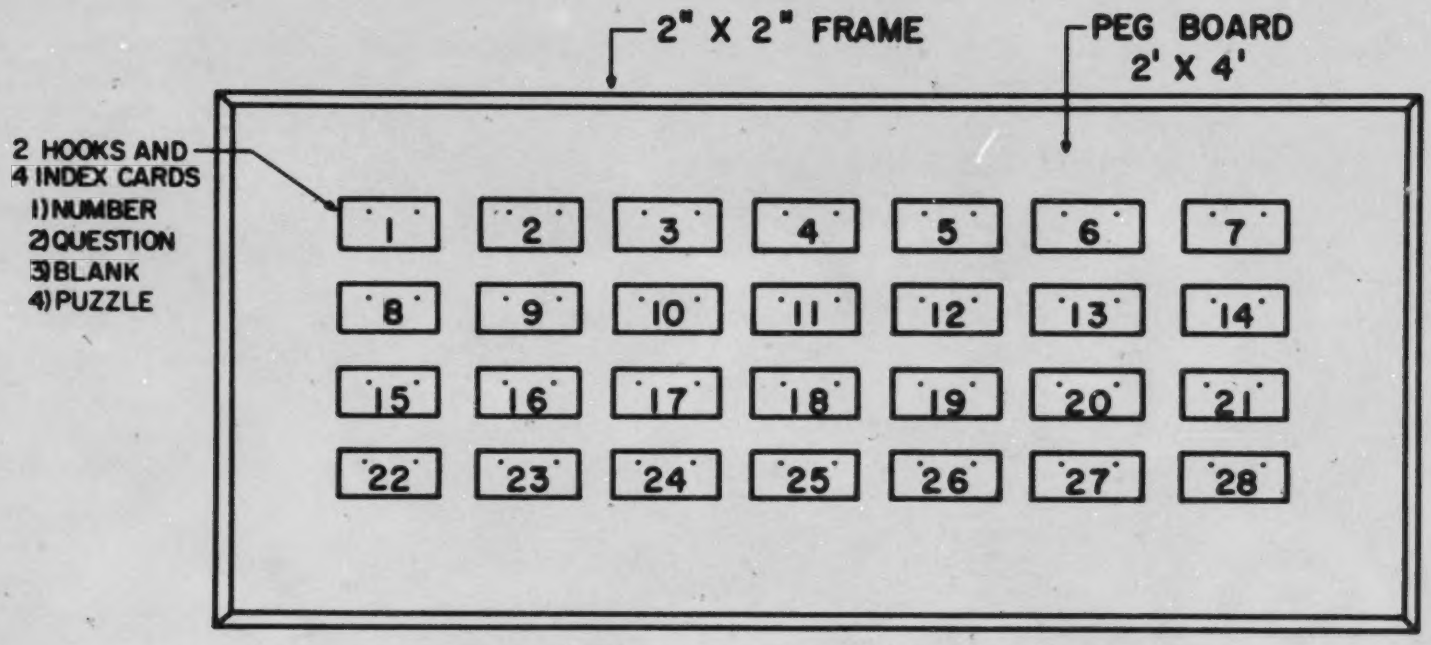
10. Q. What are the advantages of corporations?
    Q. Limited liability, long life; raise money easily.

11. Q. What are the main types of overhead and operating expenses?
    A. Rent, permits and licenses, insurance, taxes, utilities, office supplies, salaries.

12. Q. What are the disadvantages of corporations?
    A. Separate ownership and management, impersonal worker relations, heavy state and federal taxes, government supervision and relations.

13. Q. What are the reasons for business failure?
    A. Incompetence, unbalanced experience, lack of management, lack of experience, neglect, fraud, disaster.

14. Q. What factors should be considered when selecting a location?
    A. The future of the community; other businesses in the community; the potential market; the potential competition; your experience, knowledge and skills.



PANEL BOARD FOR KNOW YOUR BUSINESS PRINCIPLES

TITLE: SAFETY HAZARD GAME

DESIGNERS: Fred J. Gunn and Charles Adams

SUGGESTED USE: ICT II, Unit 3, Lesson 1. How to Give Initial Treatment for Injuries on the Job.
Lesson 2. Safety Rules for Electrical Power Tools.

TYPE: Educational Game

OBJECTIVE: To develop within students an awareness of a need to practice safety on industrial types of jobs by awarding points for good safety practices and penalties for unsafe practices.

NUMBER OF PARTICIPANTS: Four students per game

TIME REQUIRED: Approximately 15 minutes.

HOW TO PLAY:

Game Objective: The goal is for each player to reach the "GOOD SAFETY PAYS OFF" circle with the highest score. This is accomplished by obtaining bonus points and/or NOT landing on PENALTY squares.

Play: Each player is credited with 450 points at the start of the game. The person who gains the lowest number on the die will be designated as score keeper. The player who has gained the highest number on the die begins the game by throwing the die and advancing the number shown on the die. Each player will advance until block 42 has been reached. Some players will finish before the others, and may constitute a cheering section.

Penalty Points: If a player lands on a number which corresponds with one of the "Safety Hazard Circles," he/she must deduct the point value shown from the initial 450 points. A player who lands on more than one "Safety Hazard Circle" must double the point value shown and dededuct it from the total score. It is possible to end the game with a negative score. If playing the singular cycle game, each player simply competes for the highest score. If playing through several cycles, interest can be created by having the player deduct the score from one of the other scores he/she has obtained. You may not divide the negative score between two scores.

Bonus Points: Players landing on the "Good Safety" blocks receive the bonus indicated on the gameboard. Players landing on squares 15 or 24 WITHOUT HAVING LANDED ON ANY "Safety Hazard Circles: will receive a Good Safety Bonus of an additional 100 points.

TITLE: SAFETY HAZARD GAME (continued)

EQUIPMENT:

The game is played with one die, die shaker, different colored marker for each player and a score sheet. If pay is used rather than points, play money will be required.

PHYSICAL SETTING: Classroom with tables and chairs.

POSTGAME EVALUATION:

1. What was your reaction to receiving a penalty?

2. How did you feel when you received a bonus?

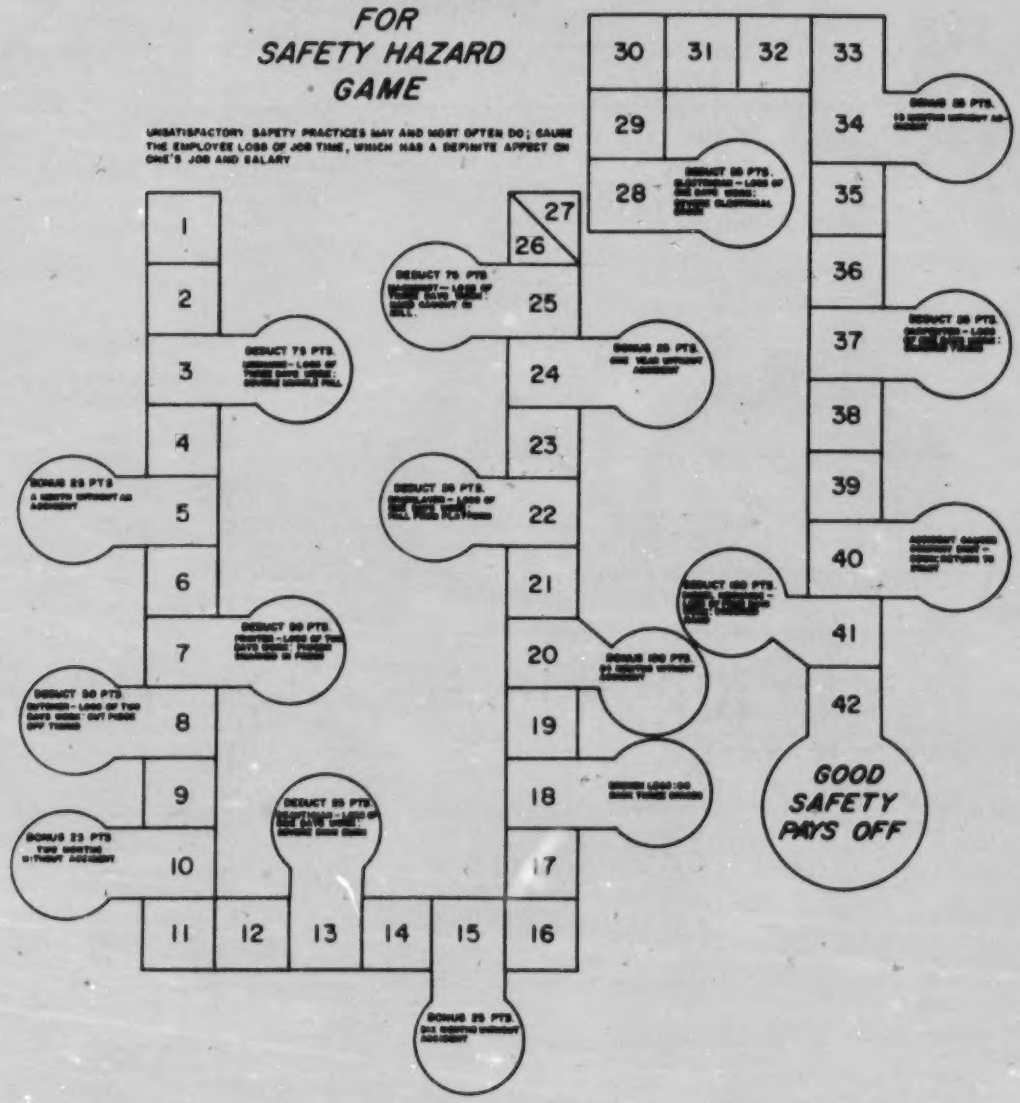
3. If you were an employer, would you penalize an employee for the unsafe practices indicated in the game?

VARIATIONS:

This game can be played quickly. The players may choose to continue the play for two more complete cycles. "Pay" instead of points may be utilized in the game. If this variation is chosen the highest point score at the end of each cycle will receive a "Salary Bonus: of $1,000; 2nd - - $800; 3rd - - $600; and 4th - - $400. If there is a tie for one of the positions, the players will split the dollar value. At the conclusion of the third cycle, the player with the most money is declared the winner.

GAME BOARD FOR SAFETY HAZARD GAME

UNSATISFACTORY SAFETY PRACTICES MAY AND MOST OFTEN DO; CAUSE THE EMPLOYEE LOSS OF JOB TIME, WHICH HAS A DEFINITE AFFECT ON ONE'S JOB AND SALARY



SAMPLE SCORE CARD

NAME	BONUS	PENALTY	TOTAL

SAFETY BONUS CARD
FOR
SAFETY HAZARD GAME

TITLE: KNOW YOUR INSURANCE

DESIGNER: Camille Primm

SUGGESTED USE: ICT II, Unit 5, Lesson 3. Life Insurance

TYPE: Educational Game

OBJECTIVE: To reinforce and practice the insurance terms stressed in ICT Unit 5 instruction.

NUMBER OF PARTICIPANTS: Minimum of two and maximum of thirty. A class may be divided into groups of two to five members.

TIME REQUIRED: Twenty to thirty minutes per round.

PREPARATION: Review terms with students. Place 24 pairs of matched terms on cards. Place term cards on hooks on panel board. Conceal term cards by placing numbered cover cards over them.

HOW TO PLAY:

1. Flip of coin decides which team or player goes first.
2. Teacher stands by the board to turn up the cards and evaluate the answers.
3. The first team picks a number on the board. Teacher removes cover card corresponding to that number, revealing a term. Members discuss the word quietly and give a definition aloud.
4. If team succeeds in defining the word correctly, they receive a point. Team then chooses another number.
5. If the same term is underneath the card selected, a point is given for a match. If they do not succeed, the teacher replaces the cover card and next team takes a turn. No extra turn is given for a match.
6. When all of the cards have been chosen and matched, the team with the most points wins.

Note: Students may NOT write anything down, or refer to any notes during the game.

EQUIPMENT: 2'-0 x 4'-0" panel board, 24 term cards, 24 cover cards.

PHYSICAL SETTING: Classroom. Board must be in plain view of all participants. Teams sit together in groups so that members may discuss the answers.

TITLE: KNOW YOUR INSURANCE (continued)

POSTGAME EVALUATION:

1. Did students enjoy the competitiveness of the game?
2. Did repetition and discussion of the terms help students to remember the definitions of the terms?

VARIATIONS:

1. Game can be used as a review of material before a test.
2. Game can be adapted to other topics, i.e. parliamentary procedure.
3. Questions, rather than words to be defined, can be placed under the cards.
4. One or more "WILD CARDS" may be placed under numbers.
5. Terms may be placed under some cards and their definitions under other cards to be matched.

LIMITATIONS: Terms must be changed underneath the cards after each round.

SUGGESTED INSURANCE TERMS

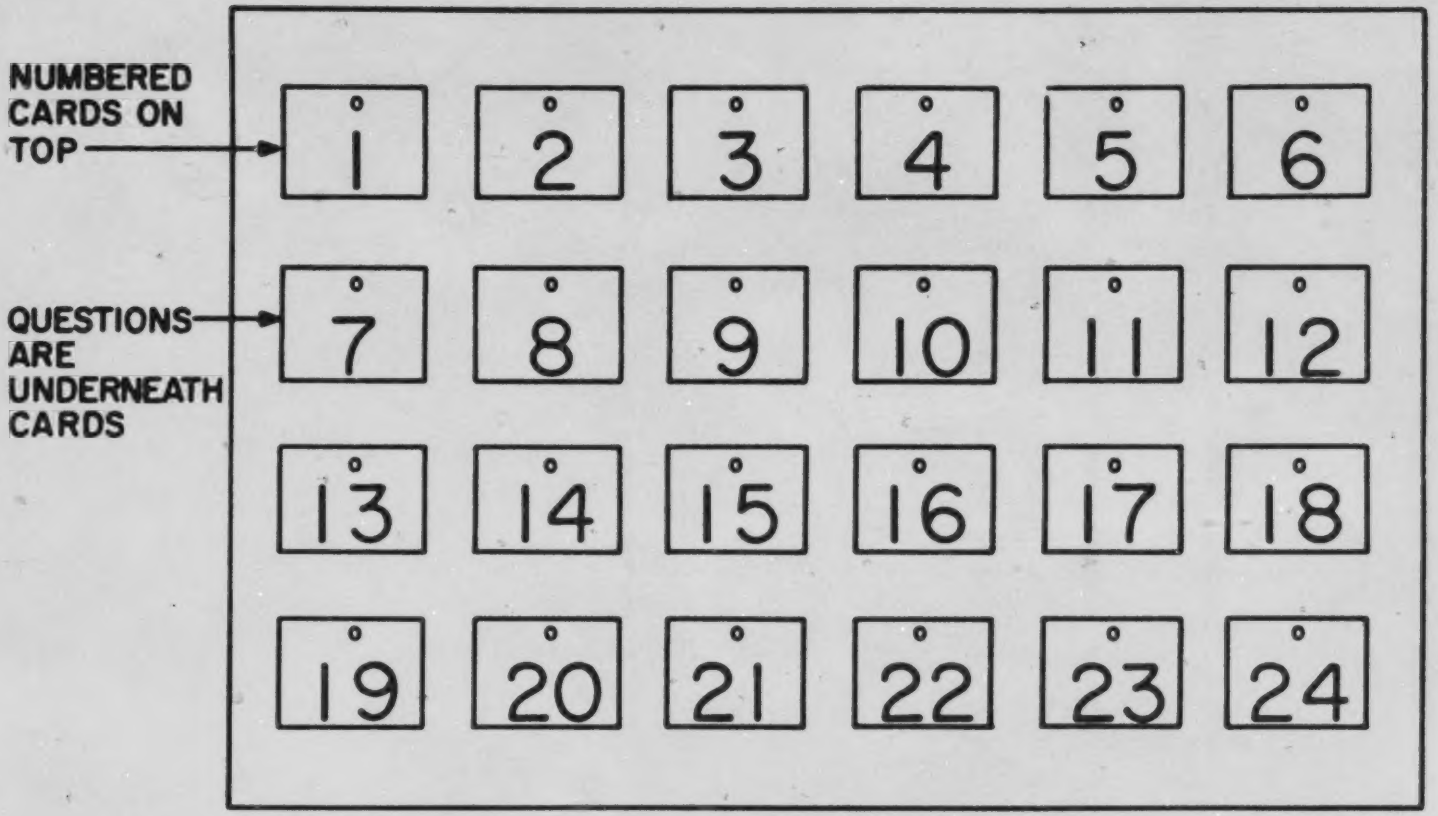
1. POLICY HOLDER: . the person who is insured by the policy.
2. INSURED: the person covered on the basic amount of the policy.
3. PROPERTY INSURANCE: insurance protection against loss or damage to personal property.
4. EFFECTIVE COVERAGE DATE: the date the policy goes into effect, or the first day of coverage.
5. BENEFITS: payments to or on behalf of the insurant, as defined in the policy.
6. LIABILITY: any type of coverage for which the insurance company is responsible.
7. WORKMEN'S COMPENSATION: provides payment for necessary medical care and benefits to disabled employee.
8. AGENT: person representing insurance company.
9. BENEFICIARY: person named in the policy to receive proceeds of policy when insured dies.
10. CASH VALUE: money one receives if the policy is cashed in.
11. CLAIM: request to insurance company for settlement.
12. MATURITY: when face value equals cash value of policy; when face value becomes payable.
13. FACE VALUE: amount of insurance mentioned in policy.
14. GRACE PERIOD: time one has between date premium is due and the time policy can be cancelled for lack of payment.
15. LOAN VALUE: amount one may borrow against an insurance policy.
16. POLICY: legal contract between the insured and the insurance company.
17. PREMIUM: regular amount one pays for insurance.
18. SETTLEMENT OPTIONS: ways in which proceeds from a life insurance policy may be paid by the insurance company.
19. PROCEEDS: Money earned from a policy.

SUGGESTED INSURANCE TERMS

(Continued)

20. APPLICATION: form filled out by agent for insured to apply for insurance coverage.

21. INSURABLE INTEREST: when purchasing a life insurance policy the designated beneficiary must be one who would suffer a financial loss in the event of the death of the insured, i.e. children, spouse, parents, a business partner, etc.



PANEL BOARD FOR KNOW YOUR INSURANCE

TITLE: WATCH YOUR SPENDING

DESIGNER: Allegra McCullough

SUGGESTED USE: ICT II, Unit 6, Lesson 3, Sound Buying Habits

TYPE: Educational Game

OBJECTIVE: To demonstrate to students the power of advertising in influencing buying habits.

NUMBER OF PARTICIPANTS: 2 players up to two or more teams.

TIME REQUIRED: One-half hour to forty-five minutes.

HOW TO PLAY:

This game is designed to provide a study of the relationship between advertising and consumer buying.

It is suggested that the instructor prepare students by first discussing the effect of advertising appeals on human needs. Point out how advertising appeals to human weaknesses. Have students discuss why they buy certain products, etc. Place a list of "appeals" on the chalkboard, such as:

1. Emotions
2. Power
3. Worth
4. Roots
5. Immortality
6. Security
7. Intellect

Select 15 to 20 fairly complicated ads, paste them on posterboard in order to utilize them as flashcards. On the back of each card write (1) the suggested appeal, and (2) list a suggested small item or service requiring advertising, i.e., a radio, school supplies, etc.

Select two opposing teams, using one person as a facilitator. As each card is flashed, the first team to name the correct appeal wins five points. The winning team then gains the opportunity to win a bonus point by writing an ad or jingle for the item mentioned on the back of the card. The team should concentrate on using one or more appeals which might stump the opposing team. If the opposing team does not correctly guess the appeal(s) which have been created, then the writers of the ad win one point.

Disagreements are bound to occur. Therefore, it is necessary that both teacher and the students be aware that some appeals may be more hidden than others. If a player can defend the reasons for his decision adequately, the class should vote on the decision.

TITLE: WATCH YOUR SPENDING (continued)

HOW TO PLAY: (continued)

The game ends when all flashcards have been used; or, in case of a tie, extra cards should always be kept on hand.

EQUIPMENT: A large supply of newspapers and magazines, posterboard, flashcards.

PHYSICAL SETTING: Classroom.

VARIATIONS: Flashcards may be shown with an overhead projector.

For further variations it is suggested that the following book be studied:

Wrighter, Carl V, I Can Sell You Anything,
Ballantine Books, Inc., (Div. of Random House)
201 East 50th St., New York, N. Y. 10022

LIMITATIONS: For the game to be continuous, flash cards must be switched to vary the game approach.

TITLE: NO WORK - NO PAY

DESIGNER: Shannon Rexroad

SUGGESTED USE: ICT II, Unit 4, Lesson 1. Absenteeism

TYPE: Educational Game

OBJECTIVE: To demonstrate to the student how absenteeism affects his pay and budget each month.

NUMBER OF PARTICIPANTS: 2 to 6 players.

TIME REQUIRED: 30 to 40 minutes.

HOW TO PLAY:

1. Roll die to determine order of play.
2. Each player selects a playing piece and then rolls the die to determine the number of spaces to move on the board.
3. Follow the instructions which are given on the space where player lands.
4. On the space marked "Lucky Day" or "Down You Go" pick up the proper card and follow the instructions. Discard face down on the bottom of the deck.
5. Use "Tab Sheets" to record all transactions such as GAINS or LOSSES (one hour is equal to $5.00) from the playing board and cards.
6. PAY DAY: Pay is collected at the end of each month. Your "Tab Sheet" can be balanced then or at the end of two months. Be sure to record after each play.
7. Budget: Each pay day, deduct $600 from your pay to cover all expenses: rent, mortgage, food, utilities, etc. The remaining money, after expenses, is your savings. This can be entered in the space marked "Monthly Balance."
8. The game is won by the person who gains the largest sum of money during the two month period.
9. Wages are based on a 40 hour week at a rate of $5.00 per hour. Payday is for one month, $920. and $880.

EQUIPMENT: Gameboard, die, game cards, tab sheets.

PHYSICAL SETTING: Classroom with tables and chairs.

TITLE: NO WORK - NO PAY (continued)

POSTGAME EVALUATION:

1. Were the game situations realistic?
2. How did you feel about the penalties resulting from absenteeism?
3. Does the game give you some insight as to the employment failures of some people?

VARIATIONS: Play the game for a period of one year. Add items which can be purchased (such as automobiles) to increase expenses. Use different pay rates for employee positions.

LIMITATIONS: Each game is limited to a maximum of six players.

START	1 PLAY SICK. GO HOME EARLY. LOSE 4 HRS.	2 CAR BREAKS DOWN. 3 HRS. LATE. FIX CAR $40.00	3 "LUCKY DAY"	4 ON TIME. WORK ALL DAY	5 "DOWN YOU GO"	6 GO TO A PARTY. PAY $25.00
7 SICK PARTY HANG-OVER. LOSS OF DOUBLE TIME. LOSE $80.00	8 SICK..... FROM PARTY ON SATURDAY. LOSE 8 HRS.	9 "LUCKY DAY"	10 LATE FOR WORK. MISSED CREW TRUCK. GO HOME. LOSE 8 HRS.	11 "DOWN YOU GO"	12 TAKE DAY OFF. SICK OF WORK. LOSE 8 HRS.	13 OVERTIME. GAIN 4 HRS.
14 DAY OF REST	15 "LUCKY DAY"	16 CUT YOUR HAND. GO HOME. LOSE 4 HRS.	17 "DOWN YOU GO"	18 TOOLS STOLEN. PAY $40.00 FOR NEW TOOLS	19 OVERTIME. GAIN 2 HRS.	20 BUY PAINT FOR HOUSE. PAY $85.00
21 PICNIC PAY $15.00	22 PLANT DOWN DUE TO ABSENTEEISM. LOSE 8 HRS.	23 "DOWN YOU GO"	24 DIDN'T SHOW FOR WORK. LAID OFF. MOVE TO NEXT MONTH. COLLECT $680	25 "LUCKY DAY"	26 ATTEND CO. MEETING WITH PAY	27 CAR WRECK. TICKET. PAY $80.00
28 SUNDAY DRAG RACES PAY $20.00	29 OFF FOR FU-NERAL. LOSE 8 HRS.	30 JURY DUTY. OFF WITH PAY	31 PAYDAY $920.00			
				1 START OF A GOOD MONTH (THURSDAY)	2 COLLECT AN EXTRA $40.00 IF YOU WORKED ALL WEEK	3 "DOWN YOU GO"
4 STAY HOME RELAX	5 "DOWN YOU GO"	6 LATE-OVER-SLEPT WATCH MON. NITE SPORTS LOSE 4 HOURS	7 WORK EXTRA. GAIN ONE HOUR	8 "LUCKY DAY"	9 HOLIDAY-DOUBLE TIME. GAIN 8 HOURS	10 CAR TUNE-UP. PAY $40.00
11 SUNDAY-FUN	12 DRUGS-BAD TRIP. OFF ALL WEEK LOSE 40 HRS. ($200.00)	13 "DOWN YOU GO"	14 "LUCKY DAY"	15 DEPARTMENT-SHUT DOWN DUE TO THEFT LOSE 8 HRS	16 WIFE SICK. STAY HOME. LOSE 8 HRS.	17 WORK OVER-TIME. GAIN 4 HRS.
18 SUNDAY-FUN	19 CALL IN SICK. GO FISHING. LOSE 8 HRS.	20 "LUCKY DAY"	21 WORK ON YOUR BIRTHDAY. DOUBLE TIME. GAIN 8 HRS.	22 TAKE LONG LUNCH HOUR. CAUGHT BY BOSS. LOSE 1 HOUR	23 "DOWN YOU GO"	24 COMPANY PARTY. CHIP IN $10.00
25 TAKE GIRL TO MOVIES. PAY $10.00	26 "LUCKY DAY"	27 FORGOT TO PUNCH IN. 4 HRS LOSS	28 FLAT TIRE. LOSE 1 HR.	29 TAKE DAY OFF TO FIND NEW JOB	30 PAYDAY $880.00	

GAME CARD INFORMATION

"LUCKY DAY" CARDS, 19 EACH

"DOWN YOU GO" CARDS, 24 EACH

EXTRA CARDS CAN BE MADE AS NEEDED

LUCKY DAY

(DOWN YOU GO)

2 1/4" X 3 1/2"

TAB SHEET FOR GAIN & LOSS RECORDS

4 1/4" X 11"

USE YOUR OWN DESIGN

PLAY MONEY CAN BE USED IN PLACE OF TAB SHEET

TAB SHEET

MONTHLY RECORD

GAIN	LOSS
(RATE OF PAY $5.00 PER HOUR)	

MONTHLY BALANCE _____

SUGGESTED INSTRUCTIONS FOR

"LUCKY DAY" GAME CARDS

Wife wins at Bingo
$50.00

Accident
Collect Insurance $50.00

Workmen's Compensation
Collect $20.00

Bonus
$25.00

Collect Vacation Pay
$150.00

Receive bonus
$25.00

Won bet
Receive $25.00

Worked overtime
Receive $50.00

Found $20.00
On parking lot

Work extra
Collect $50.00

Ruined your clothes at work
Collect $250.00

Receive tax refund
$75.00

Bank error in your favor
Receive $25.00

Receive dividend
$10.00

Overtime
Collect $15.00

Bonus
$50.00

Friend repays loan
Receive $25.00

Birthday
Receive $10.00

Worked overtime
Receive $40.00

SUGGESTED INSTRUCTIONS FOR

"DOWN YOU GO" GAME CARDS

Have a party tonight
Cost $50.00

C.B. stolen
Buy new one $25.00

Buy clothes for family
Pay $80.00

Washer breaks down
Pay $25.00

Drug rip off
Pay $50.00

Major car tune-up
Pay $85.00

Buy work clothes
$40.00

Take family to "King's Dominion"
Pay $60.00

Need gas in car
Pay $15.00

Life Insurance due
Pay $25.00

Dentist bill
Pay $20.00

Baby sick - call doctor
Pay $20.00

Late for work
Lose 2 hours

Grass needs cutting
Pay $5.00

Sick today
Lose 8 hours

Repay loan to friend
Pay $25.00

You are sick
Lose $40.00

Have flat tire
Lose $40.00

Repair television set
Pay $40.00

Lose bet
Pay $25.00

Fund Drive
Pay $10.00

Tools stolen
Buy new ones $100.00

Employee Retirement Fund
Pay $5.00

Buy new tools
Pay $75.00

TITLE: CHANGING TECHNOLOGY GAME

DESIGNER: Richard F. James and Donald Summers

SUGGESTED USE: ICT II, Unit 12, Lessons 1 through 5.

TYPE: Educational Game

OBJECTIVE: The student will become acquainted with and experience concepts, terms and procedures used by inventors as an integral part of the design process. This game carries the student through the chronological order of events through which the successful inventor should pass in the development of his design.

NUMBER OF PARTICIPANTS: 2 to 6

TIME REQUIRED: 20 to 30 minutes

HOW TO PLAY:

1. The object of the game is to be first to reach "Complete Design" square.

2. Roll die to determine who starts first. Player rolling highest number is first; other players roll in turn clockwise.

3. Each player begins at Start and moves across the game board following the numbered squares, one space for each spot on die.

4. If a player lands on a green Situation square, the message on the square is READ ALOUD and the player moves ahead the number of spaces indicated in the square.

5. If a player lands on a blue Situation square, the message on the square is READ ALOUD and the player moves back the number of squares indicated.

6. If a player lands on a Make-or-Break Square, the player draws a Make-or-Break card, reads it OUT LOUD, and moves the number of spaces indicated on the card. The card is then placed face up in the Make-or-Break card discard discard pile. If the directions on the card place the player on a situation square, the player follows the directions indicated within the square.

Note: If the cards in the deck become depleted before the game is over, shuffle cards and use them again.

TITLE: CHANGING TECHNOLOGY GAME (continued)

HOW TO PLAY: (continued)

7. If a player lands on a patent negotiations square he or she must roll a 3 on the die in order to move ahead.

8. After passing square 60, there are no more situation squares. A player may enter the design completion square and finish only on an exact roll of the die. After passing square 60, if the die roll fails to place the player in the desired position to enter the design completion on an exact roll, he or she must forfeit his/her move and the play passes to the next player. A player may forfeit a move an unlimited number of times.

EQUIPMENT: Game board, game pieces of various colors, one die, one pack of cards (Make-or-Break).

PHYSICAL SETTING: Classroom setting with tables desirable. Groups of 2 to 6 students at each table.

POSTGAME, SIMULATION OR ROLE PLAYING EVALUATION:

1. Have students list and discuss terms encountered during the game which are new to them.

2. Discuss with the group real inventions and how they were developed, using concepts discussed during the game.

3. Have students list the step-by-step procedure to use in the developmental design process.

4. Allow students to develop their own inventive ideas by the process developed in No. 3.

5. Have class competition where student groups develop the same design problem and students are judged on the result.

THE CHANGING TECHNOLOGY GAME

			1 DESIGN IDEA START ▶	2 INVENTIVE IDEA CRYSTALLIZES IN YOUR MIND. YOU REMEMBERED TO WRITE IT DOWN. ADVANCE 3 SPACES	3 SYSTEMS ANALYSIS EVALUATION CAUSES BRAIN-STORM. ADVANCE 2 SPACES	4 FUTURE ECONOMIC GROWTH DOES NOT EXIST IN YOUR DESIGN AREA. GO BACK TO START
11	10	9 HISTORICAL DEVELOPMENT OF DESIGN PROBLEM TRACED TO WRONG SOURCE. GO BACK 1 SPACE	8	7 POOR PLANNING OF RESEARCH AND DEVELOPMENT ALLOWS OVERLAP OF PROJECTS BY YOUR ENGINEERS. LOSE 1 TURN	6	5
12	13	14 TABLES OF PRACTICALITY DISCERNS NEED FOR YOUR INVENTION. ADVANCE 2 SPACES	15 MAKE OR BREAK	16	17 CLASSIFICATION TABLE DENOTES OTHER INVENTION WHICH GIVES YOU IDEA. ADVANCE 2 SPACES	18
25	24 POOR QUALITATIVE ANALYSIS PRODUCES POOR QUALITY CONTROL. GO BACK 2 SPACES	23	22	21 YOU SOLVE 3 COMPLAINTS ABOUT OLD DESIGNS WITH A SINGLE SCHEME. ADVANCE 2 SPACES	20 MAKE OR BREAK	19
26 MAKE OR BREAK	27	28	29 POOR QUANTITATIVE ANALYSIS ALLOWS OVERSTOCKING OF PRODUCT. GO BACK 2 SPACES	30 MAKE OR BREAK	31	32
39 YOUR MECHANICAL ABILITY ALLOWS YOU TO SEE HOW AND WHY YOUR MACHINE WORKS. MOVE AHEAD 2	38	37	36 MAKE OR BREAK	35 YOUR POOR TIME SCHEDULING CAUSES PARTS TO CONSTANTLY WEAR OUT. MOVE 2 SPACES	34	33
40 PATENT NEGOTIATIONS	41	MAKE OR BREAK CARD PILE		56	57	58
43 MAKE OR BREAK	42 YOUR INVENTION CAN ONLY BE USED WHEN ITS 100°C. MOVE BACK 2 SPACES	MAKE OR BREAK DISCARD PILE		55 PATENT NEGOTIATIONS	60 MAKE OR BREAK	59
44 ADAPTATION OF SYSTEMS ALLOWS NEW DESIGN. MOVE AHEAD 2 SPACES	45			54	61	62
47 YOU MAKE A COMBINATION INVENTION WITH HIGH EFFICIENCY. MOVE AHEAD 2 SPACES	46	51 MAKE OR BREAK	52 YOU OVERLOOK A PHYSICAL FORCE THAT CAUSES AN ABNORMAL SITUATION. GO BACK 2 SPACES	53	COMPLETE DESIGN WITH EXACT ROLL OF DIE	63
48	49 SUBSTITUTION OF A WEAK INEFFICIENT PART CAUSES RECURRING BREAKDOWNS. MOVE BACK 2	50	67 DESIGN COMPLETION FINISH	66	65	64

SUGGESTIONS FOR MAKE-OR-BREAK CARDS

1. Your patent request was turned down. Go back 3 spaces.
2. You invented a new carburetor which will produce 40 miles per gallon.
3. You have designed the new style and look for evening dresses. Advance 2 spaces.
4. Your dress design was a flop at the fashion show. Go back 3 spaces.
5. Your car design was rejected. Go back 2 spaces.
6. You are awarded the Nobel Peace Prize for finding a medication that cures cancer. Advance 5 spaces.
7. Because of weather conditions, the solar motor would not work properly on location. Invention was not practical for location. Go back 2 spaces.
8. All new cars are called back because of a faulty part you invented. You are fired from job. Go back to Start.
9. You need $1,000 for your patent are are having trouble arranging your finances. Lose 1 turn.
10. Worker was hurt because of the poor design of your invention. Go back the number of spaces thrown on the die.
11. You have ignored customer's complaint about your invention. Go back 3 spaces.
12. Your invention has recurring breakdowns in the electrical system. Lose 1 turn.
13. You have discovered a new explosive forming method. Advance 3 spaces.
14. You have satisfied a customer's complaint about your invention. Roll again.
15. You have invented the perfect golf club. It allows golfers to use the same golf club for all holes. Advance 4 spaces.
16. No one will put up the money to help you market your invention. Go back 3 spaces.
17. The boat you designed sank because it was too heavy. Lose 2 turns.
18. The airplane you designed crashed on take off. Go back 4 spaces.

SUGGESTIONS FOR MAKE-OR-BREAK CARDS (continued)

19. You have invented the best solar energy system for homes. Advance 4 spaces.

20. You invented a new machine by combining several old pieces of machinery. Advance 2 spaces.

21. You solved a customer's problem by adding your invention as substitute for broken, out-dated part. Advance 3 spaces.

22. You solved temperature problem of the motor you invented. Advance 2 spaces.

23. You have developed a new style in swimwear. It is a hot item on the market. Advance 3 spaces.

24. Your design was selected for new racing car model. Advance 3 spaces.

25. You have applied for a patent on your invention. Roll again.

26. You have invented a new machine for stamping out auto parts. Advance 2 spaces.

27. You have perfected an eye mascara which doesn't run. Advance 3 spaces.

28. You corrected recurring breakdowns of your invention. Advance 2 spaces.

29. Your design for a safety guard is not practical. It was refused by the boss. Go back 3 spaces.

TITLE: SIMULATION OF GRIEVANCE PROCEDURE (Subject: Long hair as a cause of grievance, filed by a union member)

DESIGNER: Charles W. Lowery, III

SUGGESTED USE: ICT I, Unit 7, Lesson 3, Labor Relations

TYPE: Educational Simulation

OBJECTIVE: Students will be able to discuss what is involved in a grievance and arbitration and how it is handled by labor and management.

NUMBER OF PARTICIPANTS: Seven major participants. The remainder of the class play the roles of observers and critics. Three of the major participants represent labor. They are the Union shop steward, the Union regional representative and the Union lawyer. Three of the other major participants represent management. They are the management representative and two company lawyers. The remaining participant is the impartial arbitrator whose decision is binding in regard to this grievance.

Persons Representing Labor:

1. Union Shop Steward at Ace Gas Company; Edward Horton.

   He was first employed by the ACE Gas Company twenty-five years ago. Edward has done both acetylene and electric welding. He tends to be gruff in manner but he usually wears a friendly expression.

2. Union Regional Representative; Herman Guildersleeve.

   He is in his middle forties and has been a regional representative for three years. Herman is a friendly outgoing individual. He is also somewhat of a wheeler-dealer type.

TITLE: SIMULATION OF GRIEVANCE PROCEDURE (continued)

Persons Representing Labor:

3. Union Lawyer; Samuel Langfelder.

   He is in his late thirties. Samuel was an honor student at Columbia Law School. After graduation he worked for two years under Isaac Bronston, State Supreme Court Justice. Since that time Samuel has been working in the field of labor law. He is a dynamic and quite outspoken person.

Persons Representing Management:

1. Ace Gas Company Management Representative; Charles Osgood.

   He is senior vice-president. He has worked for the Ace Gas Company for fifteen years and understands all phases of the business. His primary responsibilities are public relations and union-management liaison representative.

2. Ace Gas Company Lawyers:

   a. David Camden. He is the son of the Camden who is a senior partner in the law firm of Camden, Stillwell & Longstreet. This is the firm which represents the Ace Gas Company. David came to work for his father's law firm right out of law school, and has been working there for two years. David is a hard worker, but is rather colorless.

   b. Humphrey Stillwell. He is a senior partner of the law firm. He has been with this firm for twenty-seven years. Humphrey's specialty is corporate law. He has a flamboyant personality.

TITLE: SIMULATION OF GRIEVANCE PROCEDURE (continued)

Impartial Arbitrator:

Lionel Breezewood. He has been hearing and ruling on grievance cases for six years. At the present time, he is on loan from the Federal Mediation Service. Before becoming an arbitrator in labor-management disputes, Lionel served as a state's attorney general for three years. Lionel is a man who is in his intellectual prime.

TIME REQUIRED: Four and a half class periods of approximately forty-five minutes each.

HOW TO PLAY: I. First class period. Find out what the students know about company and labor disputes, whether they understand how the grievance process works. Discuss who and what is involved and at stake, and why an impartial arbitrator is brought into the procedure. After the students have gained an understanding of these matters, begin to brief them on the specific case in this simulation.

II. Information needed in reference to the case. The company where John Mercer has been employed is the Ace Gas Company. His position was that of an acetylene welder. John has recently been fired, and he has filed a grievance for the purpose of getting his former job back. John is twenty-five years old and a high school graduate. In high school his program was heavily weighted with industrial arts courses - the World of Construction, Wood Shop, Welding, Mechanics, etc.

John came to work at the Ace Gas Company right after he graduated from high school. For the first two years, he was

TITLE: SIMULATION OF GRIEVANCE PROCEDURE (continued)

a welder's assistant. Since that time, John has been employed as an acetylene welder. Unlike the electric welders, acetylene welders are not required to wear hoods. When he was on the job, John always wore the required hardhat and goggles.

While John was a welder's assistant, he suffered severe face burns. During the past two years he began to grow his hair much longer. When John began his work day, his hair was always groomed and neat, and he managed to have it contained within his hardhat. Once into the work day, however, his hair would become tangled, hang out of his hardhat, and droop around his eyes.

One day John's supervisor, Mike Troy, who was also his supervisor when John was an assistant welder, told him to get a haircut, but he gave no reason. John did get a haircut. Several months later John went on vacation, and when he came back to work, his hair was longer than ever. Again Mike told him to get a haircut, but again he gave no reason. This time John refused to get a haircut. Subsequently he was sent home, and later fired.

Mike Troy has worked for the Ace Gas Company for thirty years. He has at one time or another done both electric and acetylene welding. He has been a supervisor for fifteen years. He is a self-made man. His last year of formal schooling was the eighth grade. However, in World War II, he served in the United States Army with distinction as a tank sergeant in Europe. Mike is a tough person who speaks only when necessary.

TITLE: SIMULATION OF GRIEVANCE PROCEDURE (continued)

When he does speak, it is always in a terse manner, as if he were giving a military order.

III. Second class period. Finish briefing the students on the information which is necessary for understanding the case in the simulation. Next, students should be chosen for the seven major roles in this simulation.

IV. Third class period. Have the students who are representing labor and management split up into their respective groups. Separated from each other, each group will plan its legal arguments.

V. Fourth class period. Have each group present its legal arguments to the arbitrator and before the rest of the class. The arbitrator will decide whether labor or management will present its case first. Each member of the labor and management groups will speak before the arbitrator and the class. Each will have up to five minutes for his argument. After labor and management have presented their cases, the arbitrator will have from five to fifteen minutes to decide how he will render his decision. He will then announce his decision and explain the reasoning behind it.

If there is still time left during the fourth class period, the remainder of the class (the observers) may ask questions and critique the proceedings. The teacher may also wish to lead a discussion in reference to the major points in this simulation.

TITLE: SIMULATION OF GRIEVANCE PROCEDURE (continued)

VI. Fifth class period. At least a portion of time will be needed to finish the class discussion concerning arguments for and against the grievance and the arbitrator's decision.

MATERIALS AND EQUIPMENT FOR THE SIMULATION: There should be a large table in front of the room facing the class (the observers). The arbitrator will sit at the middle of the table on the side facing the class. Sitting on one side of the arbitrator will be the group representing labor and on the other side will be the group representing management. Each member of the group, when speaking, will stand up and move to a position both in front of and to a side of the table. Each will assume this position so that he can observe both the arbitrator and the class at the same time. There should be several note pads and pencils on the table.

PHYSICAL SETTING: Classroom with tables and chairs.

POSTSIMULATION EVALUATION:

1. What kinds of questions did the grievance hearing raise?
   Example: Did the Company have a proper safety policy?
   Example: Was anyone "out to get" John Mercer?
2. What were the feelings of students after the arbitrator rendered his decision?

VARIATIONS: Rather than having each member of the labor and management groups speak at the grievance hearing before the arbitrator, one member could speak for each group.

LIMITATIONS: There are only seven major roles. The remainder of the students act as observers.

INTRODUCTION TO ROLE PLAYING

The Industrial Cooperative Training program is concerned with promoting good interpersonal relations skills as an integral part of education for employment. Through role playing methodology, it is possible to provide realistic confrontations and clarifications of (1) relations with others, both on and off the job; (2) expectations of the student in a real society; (3) evaluations of the student and his or her own life style; and (4) ways in which academic study may be relevant to the real world.

Role playing calls for a student to step outside of the accustomed role which he/she plays in life, exchanging usual behavior patterns for the roles and patterns of others. The student assumes the role of another person in the present or at a different time and place. He/she makes the attempt to think, speak, and behave as another person would. In fact, really feeling like the other person is the key to successful role playing.

The role playing technique has proven highly successful for dealing with a variety of on-the-job and in-school problems which typically come up in ICT programs. The sample role playing situations which follow should be helpful to inexperienced coordinators. After gaining expertise in using these suggested role playing situations, coordinators will do well in developing their own role playing materials to use in a variety of situations drawn from the ICT curriculum.

TITLE: INTRODUCTION TO THE ICT PROGRAM

DEVELOPED BY: Ron La Porte

SUGGESTED USE: ICT I, Unit 1, Lesson 1, ICT Training Programs for Students

TYPE: Role Playing Situation

OBJECTIVE: To acquaint students with the ICT work experience program.

NUMBER OF PARTICIPANTS: Three persons are involved; one woman and two men.

TIME REQUIRED: One class period.

PROBLEM: A student in our high school, a senior who is seventeen years old, is turned off to education. His father passed away last year and the boy is going through a period of adjustment and an identity crisis. He wants to quit school for no apparent reason. He needs English, social studies, and an elective to graduate. The mother wants the boy to take ICT, graduate, and help with expenses. The mother is having difficulty convincing her son to do what she expects of him.

ROLES:

1. Ron Stone: student, male, seventeen, very vocal and verbal; tends to be aggressive at times, well developed, strong, and mixed up emotionally.
2. Rhonda Stone: mother, early forties, quiet, diminutive, trying to raise a son without the aid of the father's image or authority.
3. Sherman Weatherford: ICT coordinator, male, late forties, easy going, neat, impressionable, well liked by all, father image, and known as a straight shooter.

TITLE: INTRODUCTION TO THE ICT PROGRAM (continued)

OBSERVERS: In the actual situation there are no observers. The situation can be staged in a classroom situation but the students are not directly involved. When the role playing is over the students can be asked for discussion or input into the situation.

FOLLOW-UP AND EVALUATION: Following the role playing, students will seek to identify with the situation in terms of personal reactions and possible alternatives.

A general discussion may be carried on relating to problems brought out in the role playing. Names can be changed, people added, or the problem altered to meet present needs.

Sample Questions:

1. What does ICT mean to you?
2. What would you want out of ICT?
3. What are you going to do with the rest of your life?
4. Why should you graduate?
5. What would your father want you to do?
6. ICT is free and beneficial. How many other things do you think you will find to equal it.
7. Do you believe in the phrase, "Try it, you"ll like it."

VARIATIONS: Put role playing on a competitive basis.

Interchange roles; students as instructor, instructor as student.

TITLE: AN ICT STUDENT WITH AN ACADEMIC PROBLEM

DEVELOPED BY: Charles W. Lowry, III

SUGGESTED USE: ICT I, Unit 1, Lesson 1. ICT Training Programs for Students

TYPE: Role Playing Situation

OBJECTIVAE: To determine an ICT student's role and responsibility toward a required class which he does not like, but must take in order to graduate.

PARTICIPANTS: Three persons, with the non-participating class members observing.

TIME REQUIRED: 20 minutes.

PROBLEM: A student, Edward Stewart, is in danger of failing Senior English and therefore lacking sufficient credits to graduate. Inasmuch as Edward's high school is a small one, Miss Adams is the only senior English teacher. Edward's academic schedule consists of Consumer Mathematics, first period; ICT II, second period, a free period; and Senior English, fourth period. Third period is also Miss Adams' free period. Edward is fairly conscientious about his first two classes. In English, however, Edward has a large number of unexcused absences, and he has failed to do about half of the assignments so far.

ROLES:

1. Edward Stewart: Attractive, rugged softspoken lad; has average intelligence. He is a senior in the ICT Program, and the spring semester is nearly half over. He has been quite successful in his ICT work station where he is employed as a plumber's helper. He should have no trouble getting a full-time job with the same company when he graduates in June.

TITLE: AN ICT STUDENT WITH AN ACADEMIC PROBLEM (continued)

ROLES (continued)

2. Mr. Dennis, a pleasant enthusiastic man, is Edward's ICT coordinator. He is very pleased with Edward's success as a plumber's helper, particularly since he placed Edward in that job almost two years ago. He has had little success in persuading Edward to take his English class seriously.
3. Miss Adams is Edward's English teacher. She is planning to fail him if his class attendance does not improve and if he continues to show a lack of interest in preparing assignments. Miss Adams has been teaching English at Edward's high school for fifteen years. She is in her late forties and single. She is very energetic and takes her job seriously.

EVALUATION:

1. How should Mr. Dennis try to convince Edward to take his Senior English class seriously?
2. How can Mr. Dennis best communicate with Miss Adams in regard to Edward's situation?

TITLE: THE UNCOOPERATIVE ATHLETE

DEVELOPED BY: Richard F. James

SUGGESTED USE: ICT I, Unit 1, Lesson 1. ICT Program for Students

TYPE: Role Playing Situation

OBJECTIVE: To clarify the students' role and responsibility to ICT and to athletics.

PARTICIPANTS: Four persons, with the class members observing.

TIME REQUIRED: One class period

PROBLEM: A student, Joe Cool, wishes to be involved in sports and still participate in the school ICT program. Joe is involved in two major sports and will find it difficult, if not impossible, to obtain his required clock hours of training in ICT. Joe refuses to cooperate with his ICT coordinator to solve his problem. He has missed several interviews with the coordinator and continues to display a stubborn attitude toward the situation.

ROLES:

1. Joe Cool: Student athlete and prospective junior level ICT student. Joe is a very self-confident know-it-all who has an intense interest in athletics. Joe, in general, displays a bad attitude toward the idea of work and is stubborn in terms of trying to resolve his conflicts.
2. John Cool: Joe's father. A levelheaded businessman who wishes to see his son enroll in ICT because he sees merit in the training which will be offered to him. Mr. Cool also enjoys sports and this sentiment leaves him caught in the middle of the situation.

TITLE: THE UNCOOPERATIVE ATHLETE (continued)

ROLES: (continued)

3. Mr. Converse: ICT coordinator with an intense enthusiasm for his program. Converse wishes to help Joe solve his problem and believes that ICT can be of benefit to him in this endeavor. To support this belief he has gone to great lengths to set up this conference. He intends to take advantage of the opportunity to work for a positive solution.
4. Mr. Bainbridge: A guidance counselor with the capacity and resolve to act as a constructive arbitrator. Bainbridge's cool calm nature and straightforward logic enables him to do an admirable job of coming up with alternative solutions to tough problems.

EVALUATION:

1. What does ICT mean to you? What's in it for you?
2. What assistance does athletics provide? How can these programs help you?
3. Why do you want to be in ICT?
4. Why do you want to be a student athlete?
5. What aims do athletic programs seek to achieve?
6. What are the aims of ICT?
7. What are the advantages of the ICT program?
8. What are the advantages of participating in an athletic program?
9. What obligations and responsibilities do students have to athletics?
10. What obligations and responsibilities do students have to their ICT program?
11. Why is it advisable for parents and students to make a joint decision about entrance into an ICT program?

TITLE: EDUCATIONAL PRIORITIES

DEVELOPED BY: Michael J. Taylor

SUGGESTED USE: ICT I, Lesson 1. ICT Programs for Students

TYPE: Role Playing Situation

OBJECTIVE: To demonstrate the need for a student to realize the importance of a well-balanced educational program in high school.

PARTICIPANTS: 5 class members, with the remainder of the class observing.

PROBLEM: An eleventh grade ICT student is in danger of failing a required English class. He has been missing class assignments due to working extra hours in an auto body repair shop.

ROLES:

1. John Billings: Student with C average in other academic classes, and an A average in ICT. His employer rates him as excellent in job skills and work attitudes. He has told Mr. Hines that he dislikes the English class because the emphasis is primarily on reading poems and writing stories.
2. Joan Little: English teacher. Ms. Little will not deviate from her grade and attendance policy. She says that John has cut her class several times in order to go to his ICT job. She feels that it is highly important for a student to appreciate poetry and learn writing fundamentals.
3. William Hines, ICT coordinator. He attempts to placate Ms. Little but does not want John to become disenchanted with ICT. He attempts to persuade John to keep up with his academic program also.

TITLE: EDUCATIONAL PRIORITIES (continued)

ROLES:

4. Arthur Mills, Counselor. Mr. Mills feels that John needs both classes for graduation. He does not take sides, but simply listens and tries to arbitrate the situation.
5. Carl Billings: the father of Bill. He insists that the English class is unnecessary and could be dropped. Father also takes the position that reading poems and writing stories will not bring in money.

QUESTIONS FOR EVALUATION:

1. Did students agree upon importance of the educational program?
2. Was there an agreement as to how the situation could be reconciled?
3. Was the importance of rapport between ICT and other departments demonstrated?

TITLE: HAZARDOUS OCCUPATIONS OF THE CHILD LABOR PROVISIONS

DEVELOPED BY: Michael B. Hatcher

SUGGESTED USE: ICT I, Unit 2, Lesson 1, Child Labor Laws

TYPE: Role Playing Situation

OBJECTIVE: To acquaint students with hazardous occupations that may be detrimental to their health and well-being and the provisions that are provided in order to protect them.

PARTICIPANTS: Three persons, with remaining class members as observers.

TIME REQUIRED: One class period.

PROBLEM: A student-learner in the ICT program is confronted by an order from his employer to operate a high lift truck, categorized as a hazardous phase of his employment. His employer has experienced a pile-up of materials due to the termination of the UPS strike. The student-learner, Johnnie B. Goode, has been told to operate the fork-lift for four hours per day for the next two weeks with possible overtime. Johnnie does not feel that the operation of the fork-lift is necessary to his training, and due to the immediacy of the situation the safety instructions were haphazard at best. Mr. Bendy Rules, Johnnie's employer, indicated that it would be impossible to provide close and direct supervision by a qualified and experienced person over Johnnie because all of his personnel are involved in the various phases of expediting the storage of these materials. Johnnie is torn between fulfilling his job directives and adhering to safe practices of the child labor provisions, thus preventing possible injuries to himself.

TITLE: HAZARDOUS OCCUPATIONS OF THE CHILD LABOR PROVISIONS (continued)

ROLES:

1. Johnnie B. Goode; conscientious seventeen-year-old ICT student, committed to doing a good job at work while also keeping in touch with the rules and priorities of the ICT program.
2. Sam Straight; a dynamic ICT coordinator with a current understanding of the ICT program in general and the child labor provisions in particular.
3. Bendy Rules; an excellent employer with a good record of providing industrial experiences for student-learners. He feels that this is a special situation, and that the whole problem is unavoidable due to the sudden end of the labor dispute.

QUESTIONS FOR EVALUATION:

1. Is the fork lift operation a progressive work process?
2. Would it be possible to reinforce the safety lesson?
3. Would it be possible to cut down on hours of operation of the fork lift?
4. What about close supervision by a qualified, experienced worker for the first couple of days of operation of the fork lift?
5. Could the company use Johnnie in some other phase of material handling?
6. Could the safety aspects of the job possibly be reinforced at the school under the direction of Mr. Straight or a former ICT student with similar background?

SUPPLEMENT TO HAZARDOUS OCCUPATIONS OF THE CHILD LABOR PROVISIONS

from a guide to Child Labor Provisions of the Fair Labor Standards Act; United States Department of Labor:

> The Fair Labor Standards Act provides a minimum of 18 years of age for any nonagricultural occupation which the Secretary of Labor "shall find and by order declare" to be particularly hazardous for 16 and 17 year old persons, or detrimental to their health and well-being.
>
> Student-Learners: (1) The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized State or local educational authority or in a course of study in a substantially similar program conducted by a private school; and (2) such student-learner is employed under a written agreement which provides: (i) that the work of the student-learner in the occupations declared particularly hazardous shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person; (ii) that safety instructions shall be given by the school and correlated by the employer with on-the-job training; and (iii) that a schedule of organized and progressive work processes to be performed on the job shall have been prepared. Each such written agreement shall be signed by the employer and the school coordinator or principal.... copies of each agreement shall be kept on file by both the school and the employer. This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder....

Hazardous Occupations Orders in Nonagricultural Occupations:

Those occupations declared to be particularly hazardous for minors between 16 and 18 years of age: (there are 17 categories)

Cat. (7): Occupations involved in the operation of power-driven hoisting apparatus and in the operation of elevators.:

> The following occupations involved in the operation of power-driven hoisting apparatus:
> (1) work of operating an elevator, crane, derrick, hoist, or high lift truck, except operating an unattended automatic operation passenger elevator or an electric or air-operated hoist not exceeding 1 ton capacity.

TITLE: THE INTERVIEW

DEVELOPED BY: Gary O. Cannady

SUGGESTED USE: ICT I, Unit 2, Lesson 6. The Job Interview

TYPE: Role Playing Situation

OBJECTIVE: The student will be able to identify the many reasons why people are not hired and identify good interview techniques.

PARTICIPANTS: Class members arranged in pairs

TIME REQUIRED: One class period

PROBLEM: Problems in interviewing will vary. See "Why People Aren't Hired" listing which follows.

ROLES: Interviewer and applicant roles played by students while class observes and critiques.

PROCEDURE:

1. Have all the students fill out applications. Use short applications for this role playing exercise.
2. Prepare 50 index cards with the most common reasons people are not hired. (See "Why People Aren't Hired.")
3. Break group up into pairs. Give each pair two or three of the index cards. Explain that students should not reveal the contents on the cards to the others because they will be asked to guess at the end of the role playing situation.
4. Instruct students to develop an interview skit, using normally good interview techniques, but also incorporating into the interview the negative pointers given on the cards. Allow students approximately 10 minutes to develop their individual skits. After 10 minutes, call upon the pairs, one at a time, to role play their interview situation.

TITLE: THE INTERVIEW (continued)

PROCEDURE (continued)

5. After the interview, have other students attempt to identify the reasons why the interviewee was not hired. After the discussion is over, have the pair who has just finished role-playing reveal the pointers which were given to them on the cards.
6. Continue the role playing by calling on another pair.

QUESTIONS FOR EVALUATION: Ask students to discuss:

1. Why is the interview important?
2. Name some of the major reasons people are not hired.
3. Have you improved your interview techniques?

WHY PEOPLE AREN'T HIRED

1. Poor personal appearance.
2. Overbearing - overaggressive - conceited "superiority complex" - "know-it-all".
3. Inability to express himself clearly - poor voice, diction, grammar.
4. Lack of planning for career - no purpose and goals.
5. Lack of interest and enthusiasm - passive, indifferent.
6. Lack of confidence and poise - nervousness - ill-at-ease.
7. Failure to participate in activities.
8. Overemphasis on money - interest only in best dollar offer.
9. Poor scholastic record - just got by.
10. Unwilling to start at the bottom - expects too much too soon.
11. Makes excuses - evasiveness - hedges on unfavorable factors in record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy - ill-mannered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for school work.
18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limp, fishy handshake.
21. Indecision.
22. Loafs during vacations - lakeside pleasures.
23. Unhappy married life.
24. Friction with parents.
25. Sloppy application blank.
26. Merely shopping around.
27. Wants job only for short time.
28. Little sense of humor.
29. Lack of knowledge of field of specialization.
30. Parents make decisions for him.
31. No interest in company or in industry.
32. Emphasis on whom he knows.
33. Unwillingness to go where sent.
34. Cynical.
35. Low moral standards.
36. Lazy.
37. Intolerant - strong prejudices.
38. Narrow interests.
39. Spends much time in movies.
40. Poor handling of personal finances.
41. No interest in community activities.
42. Inability to take criticism.
43. Lack of appreciation of the value of experience.
44. Radical ideas.
45. Was late to interview without good reason.
46. Never heard of company.
47. Failure to express appreciation for interviewer's time.
48. Asks no questions about the job.
49. High pressure type.
50. Indefinite response to questions.

TITLE: LOYALTY TO EMPLOYER

DEVELOPED BY: Herbert C. Carpenter

SUGGESTED USE: ICT I, Unit 3, Lesson 1, Getting Along With Your Employer

TYPE: Role Playing Situation

OBJECTIVE: To give students a realistic insight into the reasons for strict adherence to company rules and policy.

PARTICIPANTS: Four students, with nonparticipating class members observing.

TIME REQUIRED: 20 minutes

PROBLEM: An ICT student has been fired from a large department store warehouse. Reason: he was observed by his supervisor allowing a friend to wear his I.D. name badge. He was immediately challenged, taken to the store's personnel office and fired on the spot.

ROLES:

1. Jim Mudd: an ICT student who has been doing fine on the job but has suddenly been fired for allowing a friend to wear his I.D. badge. He maintains that his friend simply wanted to try it on as a joke and certainly did not want to use it for getting a discount on purchases.
2. Jake White: a friend of Jim's who tries on his I.D. badge and is challenged by the supervisor of the store. He is angry at the implication and causes quite a scene. He follows the two to the personnel office but is denied admittance into the manager's office.
3. Tom Jones: floor walking supervisor of a large department store. He is proud of his position and positive in his actions.
4. James Stone: personnel supervisor who explains to Jim the seriousness of the charge and the company's policy about dismissal.

TITLE: LOYALTY TO EMPLOYER (continued)

PHYSICAL SETTING: (1) On the floor of a large department store.
(2) In the personnel office of the same company.

QUESTIONS FOR EVALUATION:

1. Do you feel Jim was treated fairly?
2. Why are I.D. badges so important?
3. If you were the supervisor, would you have turned Jim in?
4. Does this situation tell you anything about company loyalty?

TITLE: THE BUDGET

DEVELOPED BY: William Monticone

SUGGESTED USE: ICT I, Unit 8, Lesson 1. Managing Money

TYPE: Role Playing Situation

OBJECTIVE: To prepare students to organize and plan their expenses through proper budgeting.

PARTICIPANTS: Three students with remainder of class as observers.

TIME REQUIRED: 15 - 20 minutes.

PROBLEM: Two students in high school are considering quitting to get married. They ask Harry's ICT instructor for advice on the matter. He tries to discourage them from quitting school and asks them to list all of the expenses that they will be required to meet in the coming year.

ROLES:

1. Harry Wells: 18 years old, works as a carpenter's helper and has one year of experience. He makes $3.50 per hour. Harry lives with his mother and stepfather, with whom he does not get along well. Harry is a good worker and pays his own way. He would like to move into an apartment, work full time, and marry Joyce right now. He already owns a 1967 Ford and has no outstanding debts.
2. Joyce Mayo: 17 years old and in the Cooperative Office Education program. She has had two years of typing, one year of bookkeeping, and one year of general business. She would like to finish out the year and then seek secretarial work; however, her parents are seeking a divorce and this means Joyce would need to move to another school district. Because of this, she is willing to follow Harry's plans.

TITLE: THE BUDGET (continued)

ROLES: (continued)

3. Mr. Johnson: ICT Coordinator. About 45 and understanding. He would like to see both students complete the year. He tries to persuade them by having them plan a budget. Through this means, he hopes they will realize just how far their present earning power will go.

QUESTIONS FOR EVALUATION: Ask observers:

1. What would you do under the same set of conditions?
2. What is a budget?
3. List five reasons for having a budget.
4. List as many items as you can think of to include in a budget.
5. List some fixed budget items.
6. List some flexible budget items.

TITLE: WHO IS RESPONSIBLE?

DEVELOPED BY: Sheila O'Connor

SUGGESTED USE: ICT I, Unit 9, Lesson 1. You and the Law

TYPE: Educational Role Playing Situation

OBJECTIVE: To determine the student's role and responsibility to his employer and fellow workers in a case of negligence.

PARTICIPANTS: Three persons; with remaining class members as observers.

PROBLEM: John Williams wants to learn every aspect of the furniture warehouse business in which he works. He was hired to sweep the loading docks but he is constantly in other areas asking questions and observing. The manager has encouraged John to learn the business one step at a time and has given John manuals to study at home. On several occasions, however, John has left trash and his broom on the dock in order to observe some new function in the operation. On a couple of occasions, loaders have tripped over the trash and broom, and in one case, a loader injured himself. John cannot understand why he must complete his own function in the organization before trying to learn other tasks.

ROLES: 1. John Williams: clean cut, husky young man; above average student in both academic courses and his cooperative work program. He is an eager and enthusiastic worker with a genuine career interest in his job. Works overtime frequently and studies manuals in his free time.

TITLE: WHO IS RESPONSIBLE? (continued)

ROLES:

2. Mr. Jones: extremely verbal ICT coordinator. He is a very concerned teacher who tries to give each of his students specialized classroom training to reinforce the on-the-job experiences. Mr. Jones visits his students at their work stations frequently to keep all means of communication open.

3. Mr. Lane: warehouse manager; extremely cooperative and understanding man. He is very pro-vocational education. He wants to help John learn all areas of his business but through the company's proper channels.

QUESTIONS FOR EVALUATION:

1. What is negligence?

2. Who is responsible in a negligence case - the employee who was negligent, or the employer who was supposed to be supervising him?

3. Why is it important for you to be responsible for your specific job?

4. What obligations and responsibilities do students have to their employers?

5. What obligations and responsibilities do students have to their fellow workers?

6. How can trying to get ahead in a job too quickly hurt others as well as yourself?

TITLE: TIME MARCHES ON

DEVELOPED BY: Kevin P. McCabe

SUGGESTED USE: ICT II, Unit 2, Lesson 2. Small Business Operation

TYPE: Role Playing Situation

OBJECTIVE: To demonstrate to students that in order to run a business properly, it is necessary to keep up with all changes in the market.

PARTICIPANTS: Four persons suggested but more possible; class observes and critiques.

TIME REQUIRED:

PROBLEM: Mr. Cash owns a small T.V. Sales and Service shop in the community of Smallsburg. This community has a population of about 12,000 persons. Mr. Cash has owned this business for some twenty years, but recently he has noticed that several of his former customers are shopping at a larger chain store some 25 miles away. Mr. Cash has told some of these people that he does not think this is fair. Several of these customers also own retail shops, and Mr. Cash feels he should not buy from them if they do not patronize his store. As a consequence, several of the merchants in Smallsburg have become upset over this situation. All of the merchants are members of the Smallsburg Merchants Association. Mr. Cash has begun talking to people, seeking to put pressure on the Association to do something about this problem. This role playing situation is to be a special meeting of the Association for the purpose of coming to grips with this problem.

ROLES: 1. Mr. Cash: he operates a small T.V. Sales & Service shop. Until a new shop was built in the large shopping center he was doing fine; now business slacked off and he is upset and wants action NOW!

TITLE: TIME MARCHES ON (continued)

ROLES: (continued)

2. Mr. Coin: he is also a shop owner in the community but has not really felt the pinch of the new store. Mr. Coin is a younger man who enjoys a certain amount of competition. He feels that competition is necessary to keep merchants on their toes, maintaining fairness to customers. He is also president of this Association.
3. Mr. Twocent: he is also an owner. He comes to association meetings when they are called, mainly just to make sure he doesn't miss anything. He always has something to say about everything. He usually likes to start arguments among the members. He seldom has anything good to say for anyone but himself.
4. Mr. Quarter: store owner who feels that Mr. Cash is completely right and will pull out of the Association if Mr. Cash does.
5. Mr. Dime: store owner who feels that Mr. Cash is wrong and that the Association would be better off without him in it. He does not like to have Mr. Cash saying uncomplimentary things about other merchants because they patronize other shops than his. He feels that it is their right to buy where they please.

WHAT ARE YOU GOING TO DO ABOUT THIS PROBLEM?

QUESTIONS FOR EVALUATION:

1. Do you think that Mr. Cash has a case?
2. What do you think Mr. Cash's problem is?
3. Why do you think people would drive 25 miles to go to a shopping center?
4. Do you think Mr. Cash knows these reasons?

TITLE: TIME MARCHES ON (continued)

QUESTIONS FOR EVALUATION: (continued)

5. Do you think that Mr. Cash's attitude toward this situation may be the reason that he has lost the business?

6. Name some businesses in your area which you think have the same kind of problem.

7. Name some businesses in your area that have changed with the times.

8. What do you think about Mr. Cash's statements about his fellow merchants?

TITLE: A PUSH FOR PRODUCTION

DEVELOPED BY: Fred J. Gunn

SUGGESTED USE: ICT I, Unit 10, Lesson 1. Accidents: Causes and Effects

TYPE: Role Playing Situation

OBJECTIVE: To develop within students an awareness of a need to practice safety in all situations.

PARTICIPANTS: Four: a student, ICT coordinator, supervisor and safety engineer. Class will have a discussion to determine who was at fault, the student or supervisor.

TIME REQUIRED: 15 minutes

PROBLEM: An ICT student who is working for a printing company has been told his production is down. Joe, the student, discovered that by removing the safety guard, he could increase his production by twenty percent. He proceeded to do this for ten days before it was observed. The safety engineer discovered the unsafe practice and reported it to Joe's supervisor; subsequently, the ICT Coordinator was called in to discuss the problem with Joe, the safety engineer, and the supervisor.

ROLES:

1. Student: Joe Maxwell, a 17 year-old senior in the ICT program. This is Joe's second job in printing. He worked for his uncle before Mr. Jolly helped him get his present job with a larger printing company. Joe has been with this company for six months on a part-time basis.

TITLE: A PUSH FOR PRODUCTION (continued)

ROLES: (continued)

2. Coordinator: Mr. Jolly is a "happy-go-lucky" coordinator. One of his favorite expressions is "Give the company an honest day's work for an honest day's pay." His students often quote him in class.
3. Supervisor: Mr. Busy is always pushing for production and tells his men, "If you want to move ahead in the company you must be a producer." He supervises fifteen other men in the print shop.
4. Safety Engineer: Mr. Nofinger has been with the company for five years. There have been no serious accidents now for over eight years. Mr. Nofinger does not like the idea of a seventeen year-old operating this press.

QUESTIONS:

1. As a student employee, what would you do in this case?
2. Which is more important, an increase in production (more money) or safety? Why?
3. What could be done to solve the problem?
4. Do you feel that the supervisor expected too much from Joe?

TITLE: INTRODUCTION TO INSURANCE

DEVELOPED BY: Camille Primm

SUGGESTED USE: ICT II, Unit 5, Lesson 1. Why Insurance?
Lesson 3. Life Insurance.

TYPE: Role Playing Situation.

OBJECTIVE: To demonstrate to students the importance of understanding insurance concepts in relation to their age group and their jobs with ICT.

PARTICIPANTS: Three, the student, Erik Brunner; his mother, Inge Brunner; the insurance agent, Bob Shelly; with class members as observers.

TIME REQUIRED:

PROBLEM: Erik Brunner is an ICT student and a senior in high school. Some of Erik's friends at his training position have taken out insurance policies, and he is very interested in more information about insurance. Erik's mother is a widow with four children to support and does not believe in the necessity of insurance. She is strongly opposed to Erik buying a policy. Although he helps with the bills, they still have a hard time making ends meet.

ROLES:

1. Erik Brunner; seventeen years old, an ICT student who works in a machine shop. Easy-going, has a lot of common sense, and plays the father role in his family.
2. Inge Brunner; knows little about insurance, is very concerned about meeting her budget. A good mother, but does not give much thought to the future.
3. Bob Shelley, insurance agent; has the best interests of the Brunner family in mind. Not a pressure salesman. Very likeable personality.

TITLE: INTRODUCTION TO INSURANCE (continued)

FOLLOW-UP:

1. Have students review reasons for needing insurance.

2. Let students discuss the importance of insurance in relation to what they have learned in ICT.

3. Students may discuss other kinds of insurance which are necessary and important to people in their age group. (i.e. auto insurance)

SUGGESTED GUIDELINES FOR THE PERSON PLAYING THE ROLE OF MR. SHELLEY:

1. With increasing age, the more expensive premiums will be.

2. There may be a time when a person becomes uninsurable (i.e., because of illness, etc.) so it is wise to take out a policy when you are young and in good health.

3. In the event of Erik's premature death, his mother would no longer have his income to help support the family.

4. An insurance policy creates a forced savings plan which could be borrowed on in the event of an emergency.

5. If Erik buys the policy now, and lives until the maturity date of the policy, he will get all of his money back, plus interest; if the policy is bought at a much later age, he will not gain financially from the program.

TITLE: BUYING ON CREDIT

DEVELOPED BY: Allegra McCullough

SUGGESTED USE: ICT II, Unit 6, Lesson 1. Importance of Credit

TYPE: Role Playing Situation

OBJECTIVES: The student will gain an understanding of the intricacies of buying on credit.

PARTICIPANTS: Three; two sisters, aged 21 and 17; one store clerk, aged 30; class members as observers.

TIME REQUIRED:

PROBLEM: Margie and Barbara Wilson have recently moved away from home and into an apartment. They regard this new life as the answer to the problems which they have had with their parents in terms of seeking new freedom. Margie has a full-time job as a cashier in a large department store and Barbara works part-time as a waitress and also goes to school. Their main concern at this point is to furnish their apartment well and buy a really great sound system. They learn that a stereo shop is having a sale on a system which they really want and that it will cost them $400. They plan to apply for credit.

ROLES:

1. Margie; aged 21, hates to wait for anything in life; a "know-it-all."
2. Barbara; aged 17, looks up to her older sister; really likes to impress her friends; has difficulty seeing beyond the present.
3. Store Clerk; about 30; is just as interested in establishing good customers as he is in making a sale.

QUESTIONS FOR EVALUATION:

1. How do the girls see credit from the beginning?
2. Is the store clerk fair?
3. Do you think that the girls' decision was sound. Do you think

TITLE: BUYING ON CREDIT (continued)

QUESTIONS FOR EVALUATION (continued)

it was a "normal" decision?

4. Do you think the girls have considered a budget?
5. What is a Revolving Charge Account?
6. What is interest?

LIMITATIONS: Student buying experiences in the context of this situation may be limited.

VARIATION: The store clerk may be of an opposite nature - - the type who really pushes a sale.

TITLE: ABSENTEEISM

DEVELOPED BY: Shannon Rexroad

SUGGESTED USE: ICT II, Unit 7

TYPE: Role Playing Situation

OBJECTIVE: To impress the student with the necessity of reporting to work and how his absenteeism affects others.

PARTICIPANTS: Four persons; non-participating class members observing.

TIME REQUIRED:

PROBLEM: Two employees have a habit of not reporting to work regularly. Each time they are absent, the other employees have to absorb the work load which results in some lost production for the plant. As a last resort the employees must face a hearing conducted by the company to show reason for not being fired. They are defended by their local union.

Note: Conduct each hearing separately.

ROLES:

1. George Brew: 18 years old, matured before his time. He lives fast and wild. He would like to finish school but his life style holds him back. George has a drinking problem resulting from being very sociable after work. He is very vocal when defending his life style even though he misses school and work due to a hangover. He feels the plant should retain him due to his age and working ability.
2. Bill Fixenburger: Age 17, a thrifty, do-it-yourself mechanic. Bill collects old cars (junk) which are given away and tries to use them for transportation. Very often he is late or fails to show up at work due to car failure.

TITLE: ABSENTEEISM (continued)

ROLES: (continued)

He has saved the plant some money with his ideas, therefore, feels they really need him.

3. Bill Bater: Union representative, believes in his fellow union members and likes to defend them. Tends to be self-righteous and twist the facts at the same time.

4. Mr. John Johns: Older person, plant manager, likes to impress people with his power and smooth plant operation. A very calm person with a soft voice that speaks to the point.

FOLLOW UP: Let each student decide if the employee shall be retained or what penalty should be administered and the justification for the penalty selected. The setting and characters can be changed as needed. A hearing board made up of students could be used to pass judgment. Discussion could be used to involve the class.

QUESTIONS FOR EVALUATION:

1. What is normal absenteeism?
2. How do you think people fall into an absentee pattern?
3. To what extent should labor unions protect employees' jobs?
4. Who does your job when you are absent?
5. How is it possible to place a dollar value on absenteeism?
6. Is there a relationship between one's personality and absenteeism?
7. Where would values and goals fit into the problem? What do you think each employee's values were like?
8. Why do you report to work on time?
9. Should an employee call in sick when he needs a day off?
10. Is there any type of work that does not require a schedule?